

**IMPROVING THE SPEAKING SKILLS BY USING PICTURE SERIES AT  
THE GRADE EIGHT OF MTs WAHID HASYIM YOGYAKARTA IN THE  
ACADEMIC YEAR OF 2013/2014**

**A Thesis**

**Presented as Partial Fulfillment of the Requirements for the Attainment of the  
*Sarjana Pendidikan* Degree in English Education**



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**IMPROVING THE SPEAKING SKILLS BY USING PICTURE SERIES AT  
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**A THESIS**



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IN THE ACADEMIC YEAR OF 2013/2014**

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## **MOTTOS**

**“La tahzan innallaha ma’ana”  
(Qur’an At Taubah 40)**

**“Man jadda wajada.”**

**“Don’t give up.”(Anonymous)**

**“Learn from yesterday, live for today, hope for tomorrow.”  
(Albert Einstein)**

## **DEDICATION SHEET**

This thesis is dedicated to my beloved father Ahmad Zubaedi  
and my lovely mother Salimah  
for their endless supports, prayers, love, and affection.

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Yogyakarta, October 2014

The writer

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***Zida Malichah***  
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**ABSTRACT**

This research is aimed to improve the English speaking skills by using picture series at the eighth grade of MTs Wahid Hasyim Yogyakarta in the academic year of 2013/2014.

This is an action research. This research consisted of two cycles. In doing the research, the researcher involved 26 students of Class VIII A, one English teacher as the collaborator, and the researcher herself. The data were obtained from the observation during the implementation of the actions, interviews with the students of Class VIII A, discussion with the collaborators, and conducting speaking tests: pre-test, daily meeting tests, and the post-test. The data were in the form of interview transcripts, field notes, and scores. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The result of this study shows that there is an improvement of the students' involvement and the students' speaking skill. It is shown by the students' scores in four speaking aspects: accuracy, fluency, pronunciation, and vocabulary. The students' mean score in the accuracy aspect increased after the implementation of pictures. The students' score of accuracy increased 2.40 from 4.18 in the pre-test to 6.58 in the post-test. The mean score of the fluency aspect gained by the students is 2.49. In the pronunciation aspect, the gain score obtained is 2.83. Lastly, the gain score of the vocabulary aspect is 2.89. Finally, it can be concluded that picture series that has been implemented in this research is able to solve the problems in the speaking class and to improve the teaching and learning process of speaking as well.

**Key words:** *English Teaching and Learning Process, Speaking, Picture Series, Speaking Aspect.*

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English is one of the subjects, that is taught in secondary schools in Indonesia. There are four language skills which should be taught to students in the English teaching and learning process. Those skills are listening, speaking, reading, and writing. Listening and reading belong to receptive skills, while speaking and writing belong to productive skills. Students must learn to listen, speak, read, and write in English and master the four English macro skills to achieve the teaching and learning purposes.

There are some differences between those two skills. The main difference is that in receptive skills, students do not need to produce language but they just receive and comprehend it. Sometimes, receptive skills are also called as passive skills. Meanwhile, in productive skills, students must produce language whether spoken or written. As for that reason, productive skills are sometimes called as active skills. However, both receptive and productive skills are important because those skills support each other. Students also must learn them in a sequence, that is receptive first then productive. Those four skills are essential in teaching and learning English, so students must have a good mastery on them in order to be good English language learners.

One of the language skills that must be mastered by any foreign language students is the ability to speak or communicate in the target language. The speaking skill is an important skill that they should master when they learn a language. The reason is that mastering the English speaking skill can motivate the students in learning English. If the students do not learn how to speak or do not get any opportunities to speak in the classroom during the learning process, they may soon get demotivated and lose interest in learning the language. On the other hand, if the teaching and learning process of speaking is taught in the right way, speaking in the class can be a lot of fun, raising the students' motivation, and making the English language classroom a fun.

Besides, ability of speaking can measure the success of learning English. The speaking skill should be taught and practiced in the language classroom because the language course truly enables the students to communicate in English. Hammer (2001: 269) states that the ability to speak fluently is not only about knowledge of language features, but also the ability to process information and language 'on the spot'. When the students are engaged in discussions, the purpose of speaking here may be to retell what the students understand about the picture series in narrative text. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about peoples' behavior, asking and giving services and others.

Teaching speaking in the class is not an easy job. In facts, the students have many problems in learning English. The students' speaking skill is still low. It's mean



the students still needed more guidance from the teacher. According to Brown (2001: 270) there are some features that make speaking difficult language skill. The features cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

Based on the observation that was done by the researcher in class VIII A of MTs Wahid Hasyim Yogyakarta, there were some problems happening during English teaching and learning process dealing with speaking. The students' willingness to speak in English was very low. They preferred to speak in Indonesian than to speak in English during the teaching and learning process. Then, the students also still had poor ability pronunciation. They often made mistakes in pronouncing words.

Another problem, the students also preferred to read a text in practicing their speaking English. It happened in the class because it was common for them to read aloud in the speaking class. Based on the results of interviews with some of the students of class VIII A, the students stated that they were low in vocabulary mastery. Then, the classroom activities were less motivating for the students in learning. The class has monotonous learning activities so that there were some students sleeping in the class. The English teacher did not use any media during the learning process. She only focused on *LKS* in delivering the material. Like in traditional methods, the classroom activities were focused on repeating after the teacher, memorizing a dialog, or responding to drills.

Regarding the problems above, the researcher agreed to work collaboratively to overcome the problems and to improve the speaking skills of grade VIII students of MTs Wahid Hasyim Yogyakarta through picture-series. It is because pictures are believed to be able to stimulate and guide the students to speak. Then, pictures serve for illustration, develop students' imaginations, accommodate their interests, stimulate them to express their opinion and ideas about the narrative text and also make the learning process more interesting. Wright (1989:2) says that pictures are not only an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences the teachers must help their students to cope with. Teachers can use the pictures in any techniques or activities in order to meet the goal of speaking. Sometimes, teachers and students can use their creativity since they can create their own drawings as the media. Therefore, it was believed that picture series were media that could be used to overcome the problems and to help the students to improve their speaking skills.

Media such as picture has a very significant role to motivate the students to learn speaking, and also to make the atmosphere of teaching and learning more interesting. They will feel something new and different from what they usually get in their class. The researcher hopes that with the use of English movie they will become more active as participant and more confident in express their feeling or express what they are learnt.

## **B. Identification of the Problems**

Based on the observations and interviews conducted, the researcher identified several problems found during English teaching and learning process in MTs Wahid Hasyim at the eighth grade. They were related to the students' willingness in learning English which is influenced by some factors, such as students' motivation, setting or learning environments, teaching method, and materials.

The first problem is that the students paid less attention to the English teacher. The student's willingness was very low especially in speaking class. They usually ignored the teacher when she explained the materials. They tended to have some chit-chat with friends next to them. Even, some of them operated their mobile phones while the teaching and learning process was running. In other words, the students did not want to be forced by the teacher to learn English.

The second problem is related to the teaching materials. The students were not interested to the materials provided by the teacher because the materials were not varied. They would easily feel bored with the materials. In this case, the teacher actually needed to develop and modify the materials then so they can suit the students' needs and interests.

The third problem is about teaching media. There were no media used in the class during the teaching and learning process. Media make great influences in the learning process of the students in improving their speaking skills. Teaching media are ones of the tools that can encourage and motivate the students who are learning

and staying in Islamic boarding house Wahid Hasyim Yogyakarta to learn English better.

The fourth problem is that the students lacked in vocabulary, because the students were not interested to the English speaking class they had poor pronunciation. They were reluctant to memorize the vocabulary without any media in the teaching and learning process.

### **C. Limitation of the problem**

This study attempted to answer the question: “Can the use of picture series improve students’ speaking skills?” This has been done through action research at the eighth grade of MTs Wahid Hasyim Yogyakarta.

There were some reasons for the researcher and the collaborator to use picture series as a teaching strategy to improve of the teaching and learning process of speaking in this research. As Wright (1989:2) states there are some importances of visual aids using pictures in the language learning. Firstly, pictures are as one of resources to the students in developing a conversation or discussion. It is also a stimulus of communication for the students. Secondly, pictures make a sense of the context of a text. When we predict, deduce and infer a text is not only from what we hear and read but also from what we see around the text and from what we remember after seeing. Lastly, pictures can build an interest and also motivation for the students. By using pictures, students want to pay attention and take part to the learning activities.

#### **D. Formulation of the Problem**

The problem of the research is formulated as follows: “How can picture series be applied to improve the speaking skills of the students at the eighth grade of MTs Wahid Hasyim Yogyakarta in the academic year of 2013/ 2014?”

#### **E. Objective of the Study**

The objective of the study is to find out how picture series can improve the speaking skills of the students at the eighth grade of MTs Wahid Hasyim Yogyakarta in the academic year of 2013/ 2014.

#### **F. Significance of the Study**

The result of this study can contribute to some benefits to the students and teachers. Here are the benefits:

1. For students

It may motivate students to improve their speaking skills since they will find out that speaking is not always difficult to learn. Their improvement of speaking skills will help them master English well.

2. For the English teachers

It will give the English teachers a description about how to teach and to motivate the students to learn about English especially in speaking skills. Here, they will not be stuck only in some particular teaching strategies. The use of media, in this context “Picture Series” can be a good alternative or

variation in teaching speaking, where it will make the students enjoy joining the lesson

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

One of the most important things to help learners to communicate successfully is speaking. The richer vocabulary the learners have, the better the learners can communicate in speaking. Using Picture Series is a good way to teach speaking. The use of this media contributes for the new method of English teaching and learning. This chapter aims at providing some theoretical background of the study.

#### **A. Theoretical Review**

##### **1. English Language Teaching**

English as a foreign language means that English has a function as a foreign language in the countries where English is not the official language, but it still has a significant role to play.

Determining an effective teaching and learning process requires some considerations to include. Especially when it is related to the teaching of a foreign language, specifically the language instructors or teachers should realize the aspects of the teaching learning process in order to plan the more appropriate lesson for their learners.

Related to the process of language teaching, the role of the teaching materials is also significant. Therefore, this aspect of the teaching and learning process

should also be known well by the English teachers. In this case, Richards and Renandya (2002: 84) provides some criteria for the effective teaching materials in language teaching. First, the language used must be authentic and realistic as well. Next, the classroom materials will usually seek to include an audio visual component. In this modern and technologically complete world, the language learners need to develop the ability to deal with written as well as spoken genres. Furthermore, the effective teaching materials should focus learners' autonomy. In line with this, the materials have to be flexible enough to cater to individual and contextual difference. Lastly, learning needs to engage learners both affectively and cognitively.

Related to process of teaching a language, Stern (1991: 75) mentioned some aspects which can influence the way of teaching. They are present below;

- a. the learners' informal childhood language learning (first and second language),
- b. the way we were taught languages at school and how we responded to,
- c. other formal and informal second language learning experiences,
- d. what people in the learners' world think and say about languages,
- e. language training at University or college, or other language related,
- f. any formal language teacher training the learners may have had,
- g. the learners' past and present language teaching experiences;
- h. discussions with other language teachers, conferences, in service training, meeting of language teachers' associations,



- i. reading on the language pedagogy including books or articles in professional or popular reviews

Furthermore, Stern, In Hall (2011:184) also gives a model and the example about the immediate and wider social context of ELT includes a range of issues that may affect teaching, learning, and the L2 classroom. The first one is the linguistic factors. The examples of the factors are the extent to which multilingualism is accepted as the norm. The next factors are like the perceived economic, political and cultural status of English or a particular variety of English and consequently, its relationship with other languages in community. The next ones are the historical/ political factors. For example, policy shifts towards or away from, teaching based on attitudes towards the British Empire and imperialism or towards current US influence in the world. The next one is the geographical factors, for example the central and South American economic and technological developments. For example, English may be seen as important for economic developments or from a very different perspective. The cost of ELT materials and technological equipment (e.g computers), and the economic resources available will affect teaching and learning in many contexts. The last ones are the educational factors.

As English nowadays is also changing, there can be some dilemmas for the English language teaching classroom. As Stern (in Hall: 2011) notes for English language teaching (and for all language teaching), society and culture are more than background and even more than context. Due to this, therefore, for the

process of teaching of English, the teachers should then take into account more considerations in line with this.

## **2. The nature of Speaking**

Speaking can be categorized as a productive skill since it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003: 48). This is also because in speaking the learners generate language in speech. Many people think that speaking is easy to do, but some others argue that is difficult.

In this case, Nunan also states “Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First unlike reading or writing speaking happens in real time: usually the person you are talking to is waiting for you to speak, you cannot edit and revise what you wish to say, as you are writing (Nunan, 2003: 48)

In line with this, Nunan (2001: 26) also states that spoken language, on the other hand, consist of short often fragmentary utterances, in a range of pronunciation. There is often a great of deal of repetition and overlap between one speaker and another, and speakers frequently use non specific references (they tend to say ‘thing’, ‘it’, and ‘this’ rather than the left handed monkey wrench”.

More about speaking, there are actually some elements of speaking as stated by Harmer (1983; 269). The first one is related to the language features. In this case, the language features may include the ability to use the connected speech, expressions devices, lexis and grammar, and negotiation language appropriable.

Meanwhile, the other element of speaking is about the ability to process information and language. The mental or social processing here includes the language processing, interacting with others.

### **3. Teaching and Learning English as a Foreign Language at Junior High School**

Learning speaking in junior high schools is one of the important things that has to be done well because English is one of the compulsory subjects that has to be taught for the junior high school level. Teaching and learning process of English in junior high school is targeted to make the students reach the functional level, that is, to communicate the written and spoken texts to solve daily problems (Depdiknas:2006).

In the area of learning speaking in junior high school, students are expected to be able to understand the meaning in the simple short functional spoken text to interact with the surrounding environment and got the information from the speaker, to understanding meaning of simple conversation for interpersonal and transactional purposes, both interactive and non-interactive in formal and informal situation of communication in closest social and academic context, and to express meaning of short written functional text of songs, poem and short essay in simple narrative text to communicate in closest social and academic contexts.

For the eighth grade students of junior high school, speaking skills can be

learnt through short functional spoken texts and short essays in the form of narrative texts. In the second semester, students are expected to have speaking skills to deal with understanding and expressing short functional spoken text to interact with the surrounding environment, simple conversation for transactional and interpersonal, and short essays in the form of narrative and recount texts.

#### **4. The Roles of the Teacher and Students in Speaking**

A teacher is one of aspects in the teaching and learning process in the classroom. He or she plays some roles in maintaining the classroom activities. Harmer (2001: 58-62) states that there are eight roles of a teacher in classroom activities: controller, organizer, assessor, prompter, participant, resource, tutor, and observer.

The first role is a teacher as a controller. It means that the teacher is in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups. The second role is a teacher as an organizer. In this role, the teacher organizes the students to do learning activities in the classroom. He or she gives the students information, tells them how to do the activity, divides them into pairs or group, and ends the activity when the time is up. The third role is a teacher as an assessor. The teacher is an assessor of the students in the classroom. He or she gives assessment for the students by giving feedback about what the students have done,

handing out grades, or saying whether the students can pass to the next level or not.

The next is a teacher as prompter. In this role, the teacher prompts the students in order to continue an activity when there is a problem. The fifth role is a teacher as a participant. In this role, the teacher is not dominating the teaching and learning process because he or she is only a participant. This role is usually in discussion where the students are more active than the teacher. The sixth role is a teacher as a resource. When the students need information during the learning activity, the teacher is a resource that gives explanation about the information needed by the students. The seventh role is a teacher as a tutor. The teacher is a tutor in classroom when the students are doing a long project. In this case, the teacher combines his role as a prompter and a resource. The last role is a teacher as an observer. The teacher observes what the students do during the learning process.

According to Breen and Candlin in Nunan (1989: 87), there are three main roles of a teacher. The first role is facilitator; the second role is participant; and the last role is observer and learner.

Beside a teacher, there are also students in the teaching and learning process. Students take important role in the teaching and learning process. In the teaching and learning process, the students become the subject of teaching and learning process. Nunan (1989: 80) explains the roles of the students in the teaching and learning process as follows:

- a. the student is the passive recipient of outside stimuli,
- b. the student is an interactor and negotiator who is capable of giving as well taking,
- c. the student is a listener and performer who has little control over the content of learning,
- d. the student is involved in a process of personal growth,
- e. the student is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from the psychological learning process, and
- f. the student must take responsibility for their own learning, developing autonomy and skill in learning-how-to-learn.

Based on the roles above, it can be said that the students need to be helped in order to maximize their roles in the teaching and learning process. The teacher should provide a lot of opportunities for the students to use what they have learned, in this case, language, for example the opportunities to interact with the teachers and their classmates such as asking question, giving opinions, and expressing ideas; the opportunities for involving actively in the classroom activities; the opportunities for working cooperatively with the other students in the class; and the opportunities for taking responsibility for their own learning and for developing their skills and strategies for autonomous learning.

## 5. Media

Media in a process of teaching is not a new thing for the teacher. Most of the teachers use media to help them giving particular information to the students. Media itself according to Azhar (2011:4) is a tool that to convey or deliver the message of learning. He also said that media is a component of learning resource or physical vehicle that contain instructional material on students' environment that can stimulate student to learn. There are a lot of media in teaching and learning processes. Nasution (2005:102) classify media into 5 types :

### a. Blackboard

This teaching tool is very populer, used by traditional or modern school and can be combined with other teaching tools such as radio, TV. Tool is used in every method of teaching. Blackboard can be used for writing that makes pictures, graphs, diagrams, maps and so on with white or colored chalk.

### b. Picture

Picture can be collected from various sources such as calendars, magazines, newspapers, pamphlets from travel agents, and others.

### c. Model

Models can be an imitation of real objects such as model cars, trains, houses, animals, and others.

d. Collection

Various collections can be organized as a variety of textiles, stones, dry leaves, currency, stamps, and others.

e. Map and Globe

Geography and history lessons will be crippled without a map. kinds of maps shall be provided on each part of the world, also our economy, population, and so forth.

## **6. Picture Series as Media for Teaching Speaking**

### **a. The Reason of Using Pictures in Teaching Speaking**

A picture is one of media that can be used in teaching-learning speaking. When the teacher adds pictures in a text, it gives some contribution to the speaking learning process. Wright (1989:2) states that pictures contribute for the students to give interest and motivation, a sense of the context of the language, and a specific reference point of stimulus.

Picture series is a kind of media which belongs to picture category. Yunus (1981:49-53) classifies pictures into three types they are composite picture, picture series and individual picture. These pictures can represent the image of people, animals, things, or events. Picture series consist of a number of pictures which relate each other and they place in sequence. Picture series is usually used to tell a series of events or to tell a story (Yunus, 1981: 49).



Applying pictures in the English speaking teaching and learning process is based on some considerations. According to Wright (1989:2-3), there are five criteria in considering the use of pictures in activities. The first criterion is easy to prepare. It means that it is not difficult to prepare the activity. The second criterion is easy to organize. It means that it is difficult or not to organize the classroom. The third criterion is interesting. It means that the activity is interesting or not for the students. The fourth criterion is meaningful and authentic. It means that the language and the way of the students in using it will be authentic and intrinsic to the activity or not. The last criterion is sufficient amount of language. It means that the activity will give rise to sufficient amount of language in order to justify its inclusion in the language learning.

The teacher should have some consideration in applying the pictures in speaking activities because not all of the pictures have some roles in speaking teaching and learning activities. Wright (1989:17) states:

Some roles for pictures in speaking and writing

- 1) Pictures can motivate the students and make him or her want to pay attention and want to take part
- 2) Pictures contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train).
- 3) The pictures can be described in an objective way ('This is a train.') or interpreted ('It's probably a local train.') or responded to subjectively ('I like travelling by train.')
- 4) Pictures can cue responses to questions or cue substitutions through controlled practice.
- 5) Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling.

Therefore, the teacher should consider the aim of using pictures in speaking teaching and learning activities. Besides that, the teacher also should select the appropriate pictures for the activities.

**b. The Strength of Picture Series than Other Types of Pictures in Learning Activities**

Wright (1989: 193-203) stated that there are twenty one kinds of pictures which can be used in the teaching and learning process. One of them is picture series. It is a group or connected pictures that are related and it is usually arranged in order.

According to Wright (1989: 201), the use of picture-series in the teaching and learning activities is potentially useful. It is because the picture-series can be used to contextualize a story or description of a process.

**c. Speaking activities that can use the picture series as media**

According to Wright (1989: 22-26), there are three activities that can use the picture-series as the media. The activities are repetition, recombination, and pronunciation.

The first activity is repetition. In this activity, the teacher wants the students to concentrate on imitating the sound of the language and it is less concerned with understanding the meaning. Pictures can be used to motivate and remind the students about what they want to say. The teacher can hold up a picture as a signal for the students to repeat the words or sentences.

The second activity is recombination. In this activity, it includes question and answer, and also substitutions and transformations. These activities encourage the students to remember and change the language forms correctly but there is no or little communicative challenge.

The last activity is pronunciation. In this activity, pictures can be used to pronounce certain sounds. The pictures are drawn in a card then the word and the sound can be given.

## **B. Conceptual Framework**

The teaching technique or model is one of the most important elements that affects the teaching and learning process of improving speaking skills. By integrating speaking skills, students are expected to communicate well with other people. The teaching technique refers to a plan of someone else's learning, and it encompasses the techniques which the teacher might use to deliver their lesson, the exercises and activities designed for students, materials which will be supplied for students to work with and ways in which the result of the students' understanding will be tested. A teaching strategy means all of the activities and resources that a teacher plans in order to enable students to learn.

The application of an appropriate teaching strategy is very essential in determining the success of teaching and learning process. By integrating speaking through the use of picture series, the appropriate teaching strategy can influence students' involvement even the quality of teaching and learning process of mastering.

## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. Type of the Research**

This research was action research because essentially it tried to solve the problems found in the teaching and learning process, especially the problems related to speaking skills. In addition, it also tried to improve the quality of it. This research was action research in which it was collaborative in nature because the researcher collaborated with the English teacher to conduct the research. Besides being collaborative, this action research is focused on the speaking skills. The researcher and the collaborator tried to improve the speaking skills by using picture series.

#### **B. Setting of Research**

This part consists of three issues. The first issue is the place of the research, the second issue is the schedule of the research and the last issue is the learning setting. Each part is discussed below.

##### **1. Place of the Research**

This research was carried out at MTs Wahid Hasyim which is located in Jl. K.H Wahid Hasyim no 3 Gatot Condong Catur Depok Sleman Yogyakarta. The location is about 3 km and 10 minutes from UNY. It is easy to reach this location. There was much public transportation passing this site. Physically, MTs

Wahid Hasyim has nice classrooms, a library, a teachers' room, a headmasters' room, a guidance and counseling room (BK), an UKS room, a mosque, canteens, a multimedia room, laboratories and garden

## **2. Schedule of the Research**

The researcher conducted the action research in the second semester of the academic year of 2013/2014. The research was conducted from April to May 2014. In conducting the actions, the researcher followed the English schedule of class of MTs Wahid Hasyim Yogyakarta because the researcher conducted the action research in this class. The research was conducted from April to May 2014 for whole activities, including the interview, the observation, and the action.

## **3. Research Subjects**

The subjects of this research were the students of the eighth grade of MTs Wahid Hasyim Yogyakarta. The English teacher tended to ask the students to memorize the vocabularies by using Picture Series during the teaching and learning process. They tended to recall their memory about the materials they have memorized rather than make sense of what they have said. In accordance to that, the researcher considers that the class needs some improvements. The researcher wants to improve the students' speaking skills by using Picture Series.

### C. Data Collection Techniques

The data of the research were qualitative and it is supported by the quantitative data. The qualitative data were collected by conducting observations and interviews. Those data were aimed to describe the process and the changes after the actions. The qualitative data were collected in the form of opinions, preferences, and expectations of the research members. While quantitative data were collected in the forms of number and percentage. The use of quantitative data was to support the qualitative one. The following table presents the kinds of data, the data instruments and the data collection techniques used by the researcher to collect the data.

Table 1. **Data Collection Techniques**

No	Data	Instruments	Techniques
1.	The teaching and learning process	<ul style="list-style-type: none"> <li>- Observation guideline</li> <li>- Interview guideline</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Interview</li> <li>- Discussions</li> </ul>
2.	The teacher's activities	<ul style="list-style-type: none"> <li>- Observation guideline</li> <li>- Interview guideline</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Interview</li> <li>- Discussions</li> </ul>
3.	The students' active involvement	<ul style="list-style-type: none"> <li>- Observation guideline</li> <li>- Interview guideline</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Interview</li> <li>- Discussions</li> </ul>

## **1. Observation**

The observation was conducted to know what happened in the classroom when the action was done. The result of the observation was used to get the information. In this case, the observation was reported in the form of field notes. It was also to describe the way how the teacher delivered the lesson and taught speaking.

## **2. Interview**

The interviews were conducted to get the data from to the students and the teacher. It was conducted before, while, and after the implementation of the actions. In this research, the researcher developed some specific questions but the researcher allowed for some flexibility according to how the students and the teachers' responses. It means that the questions were planned, but if there were some unexpected responses from the teacher and the students, the researcher was allowed to get more details about that.

## **D. Data Analysis Technique**

In analyzing the data, the researcher used the model of qualitative data analysis from Miles & Huberman (1994: 26). The researcher did several steps: data reduction, data display and conclusion drawing/verification. Firstly, the researcher looked up the findings as genuine data such as interview transcripts and field notes. In this step, the researcher collected all the data such as interview

transcripts and field note. The second step was reducing the data. This refers to the process whereby the mass of qualitative data the researcher obtained – interview transcripts, and field notes – is reduced and organized, for example coding, writing summaries, discarding irrelevant data and so on chose, and determining the focus. The third step was displaying the data. In this step, the researcher displayed the data in the form of tables and charts in order to help the researcher to draw the conclusion. The next step was drawing conclusion/verification. In this step, the researcher developed conclusions regarding the researcher study. These initial conclusions then be verified, that is their validity examined through reference to your existing field notes or further data collection.

While the quantitative data, the steps are observing the students, calculating how many students who actively involved in each cycle and presenting the data in the form of percentage.

#### **E. Validity and Reliability of the Data**

Anderson *et al.* in Burns (1999: 161-162) proposes five criteria of validity. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

In this research, to get the democratic validity the researcher did a collaboration with the English teacher, the students, and the observer as the data resources who have a right to give their opinion, ideas, criticism and suggestions



about the implementation of the actions. Their opinions, ideas, criticism and suggestions were used to improve the next actions.

The outcome validity in this research was obtained by looking at the result of the actions which have been done. The researcher and the collaborators analyzed the success and the failure of the actions. The research can be said to be successful if there are some improvement in the teaching and learning process and the indicators of the research success are fulfilled.

The process validity was obtained by doing a triangulation technique that was gathering accounts of a teaching situation from three quite different points of view. They were the teacher, the students, and the observer. This was done to avoid the bias that might happen.

The catalytic validity was related to the changes occurred toward the teachers and the students. In this research, the researcher observes the teacher and the students to know whether there were some changes or not and the researcher asks the teacher and the students about their responses to the changes occurring to themselves.

To get the last criteria of validity, the dialogic validity, the researcher did reflection with the teacher and the students in order to get suggestions to improve the next action.

To test the trustworthiness of the data and to encourage ongoing reflections on them as part of the process of data analysis, the researcher used triangulations proposed by Burns (1999:163) as follows.

1. Time triangulation

The data were collected at different a period of time to get the sense of what were involved in the process of the changes. In this research, the researcher collects the data before, during, and after the implementation of the actions. The researcher collected data by observing the teaching and learning process and interviews the students and the teacher before, during, and after the implementation of the actions.

2. Investigator triangulation

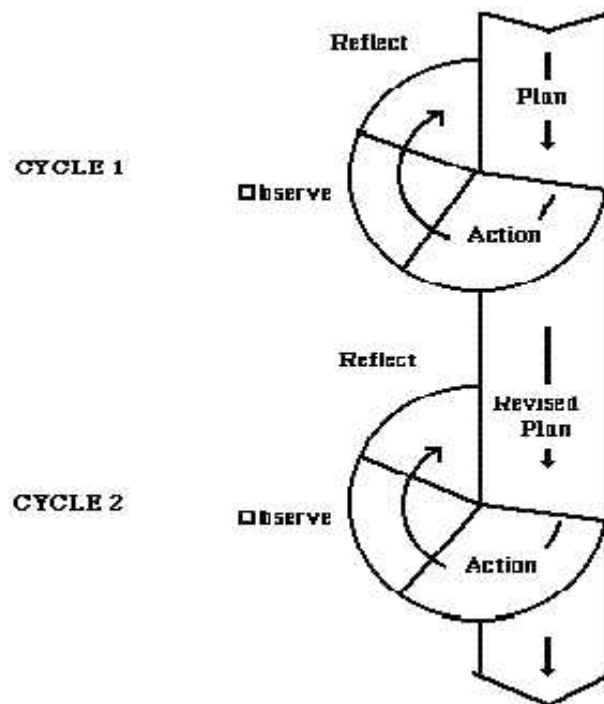
The researcher used method triangulation in which the researcher used different kinds of data collection techniques - interview and observation. Therefore, to fulfill the reliability, the researcher involved more than one source of data, namely the researcher, the English teacher and the students of the eighth grade. The researcher triangulates the data by analyzing them using field notes of the teaching learning process, the interview transcripts, some expert's theories and other observer' notes that are related to the data such as notes of the students' involvement during the process. The researcher took field notes of what the researcher did in the class and kept the supporting documents such as lesson plan, the students' work and some checklist of what the researcher wanted to do in the class. After that, the researcher interviewed the students to know what they felt during the class activities. The researcher also interviewed the teacher to get some comments, perceptions and

suggestion about the action. The researcher also got together with the observer and asks for her observations.

#### **F. Steps of the Research**

The earlier phase of doing this research was reconnaissance phase in which the researcher begins to clarify the problem and plan the action to solve the problem (Mc Niff, Lomax, and Whitehead: 2003). In this study, the researcher has observed the research focus to find the problem as the general idea of the research then plan an act to overcome the problem. The main problem of this research dealt with the minimum vocabularies mastery. Then the researcher used Picture Series technique to improve the speaking skill.

The research was conducted by following the action research model proposed by Kemmis and Mc Taggart in Burns (2010). The action research model can be seen in the following figure.



**Figure 1. Action research model proposed by Kemmis and McTaggart  
in Burns (2010)**

According to Figure 1, there were four steps in doing action research. The first step was planning. In this step, the researcher identified a problem or issue and then developed a plan of action in order to get improvements in a specific area of research context. The second step was action. It is about implementing the plan. The third step was observation. In this step, the researcher observes systematically the effects of the action and collects documentation of the context, the actions and the opinions. The last step was reflection. In this step, the researcher reflected on, evaluated and described the

effects of the action in order to make sense of what has happened and to understand the issue the researcher has explored.

The researcher might decide to do further cycles of action research to improve the speaking skills.

## CHAPTER IV

### RESEARCH FINDINGS

This chapter presents the process, the results and interpretation of research finding conducted in Cycle I and Cycle II. Each cycle consisted of planning actions, observation and reflection.

#### A. Research Findings

This part describes the reconnaissance, planning, actions, observation, and reflection in Cycle I and Cycle II

##### 1. The reconnaissance

To identify the problems of the process of teaching and learning speaking in VIII A class, the researcher conducted classroom observation and interviewed the English teacher and students. The vignette below shows the process of teaching and learning speaking, and the students' behavior toward the speaking class.

Day/ date : Tuesday/ April 15, 2014 Time : 07.40 – 09.00 Place : Mts Wahid Hasyim Yogyakarta Activity : Observation
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<p>The teacher started the class by greeting, checking students' attendance, and praying. Then the teacher checked the students' homework taken from <i>LKS</i>. While doing these activities, the students talked with their friends and paid no attention to the teachers' explanation. There were some students who are sleeping while the teacher explained the materials.</p>
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*(Continued)*

(Continued)

In the middle of the teaching and learning process, the teacher gave the task or activity taken from *LKS*, but there were only some students who did these activity. The time passed by, time to break came. The teacher closed the class by apologizing and salam.

Appendix A/Field Note 3/April 11, 2014

From the observation, the teacher did not provide any interesting media to attract the students' interest. In the teaching and learning process the students paid less attention to teachers' explanation. Some of them talked to their friends. There were other students sleeping in the class. The students' involvement during the teaching and learning needed to be improved.

The researcher also interviewed the English teacher to support the primary condition of teaching and learning process. The following interviewed transcript shows the same condition of students' behavior during the lesson.

R: *Maaf ibu mau bertanya sebentar.* (sorry miss, I want to ask for a while)  
 T : *Oh iya mbak, gimana ?.* (Alright, what?)  
 R: *Ibu, apa si kesulitan mengajar di kelas VIIA?.* (Miss, what are the difficulties in teaching VIIIA class)  
 T : *Kesulitannya banyak mbak.* (There are so many difficulties)  
 R : *Bisa di sebutkan contohnya ibu?.* (Could you mention the example?)  
 T : *Iya, misalnya banyak yang tidur di kelas, suka ramai sendiri, sering tidak memperhatikan seperti yang tadi mbak saksikan, maklum ya mbak udah tau sendiri kan, di pondok itu banyak sekali kegiatan yang dilakukan para santri bahkan kegiatannya sampai malam.* (Yes, for the example there were so many students were sleeping in the class, they like crowded, often don't paid attention like just now, there were many activities in the Islamic boarding house even until late night)

(Continued)

(Continued)

R : *Oh iya bu saya juga pernah di pondok jadi sedikit tahu kondisi dan kegiatan yang di lakukan.* (All right, I ever stayed in the Islamic boarding house, so a little bit know how the situation are and what are the activities)

T : *Iya mbak seperti itu kira-kira, tapi beda kegiatannya dengan pondokan untuk anak kuliah kalau kegiatan di pondok untuk anak lebih terstruktur, terjadwal dan ketat. Kebetulan saya juga Pembina kegiatan malam anak-anak ngaji.* (Yes. it's like that. But their activities are different with the Islamic boarding house to students in university, they have the structural activities, and obedient)

R : *Oh iya ya bu, terima kasih ya bu atas penjelasannya.* (Yes, miss. Thank you for your explanations)

T : *Iya sama-sama mbak.* (Yes, you are welcome)

Appendix B/Interview Transcripts 1/April 15,2014

From the interview above, it can be found that the students faced some problems in speaking. However because there was no data on the students speaking, the researcher held a pre-test to see the students' ability in speaking on April 5<sup>th</sup> 2014.

In reference to the results of the students' speaking pre-test before implementing the actions, there were several problems related to the organization; most of students' speaking was not well organized. They lacked logical sequencing and development. It can be seen on some students. They did not use the right adverb of time indicating their past time story. In the end of the pre-test, they did not give the conclusion.

Apart from the students' difficulties to speak, they also could not develop their words and sentences. It seemed that the students needed to be



taught how to organize and develop their ideas in a good order based on the generic structure of the narrative text.

To support the results of the data of students' problem in speaking, the researcher held an interview with the students. The following presents the students' statements showing their difficulties to speak.

R: *Gimana tadi susah gak ngomongnya?*. (How about the speaking just now?)  
 S1: *Iya miss susah*. (It's difficult)  
 R: *Susahnya gimana?* (What do you mean?)  
 S2 :*Ya kita gak tau apa yang harus diomongin, membahasa- inggriskannya susah miss*. (We did not know what we have to say miss, translating to English is difficult)  
 R: *Oh masalah vocabnya ya?*. (It's about vocabularies?)  
 S1 : *Iya miss, kita nggak tau banyak vocab*. (Yes miss, we don't know vocabularies too much)  
 R: *Oh gitu,, selain vocab apa lagi ?*. (Well, is there another problem?)  
 S2: *Malu miss mau ngomong, diliatin sama temen-temen*. (I'm shy to speak miss, because my friend look at me)  
 R: *Loh, kenapa malu? Kan mereka temen-temen kalian?* (Why you're shy?)  
 S2: *Ya malu aja miss kalo gak bisa ngomong bahasa inggris*. (We were shy when we can't speak in English)  
 R: *Kenapa harus malu kan kita masih belajar*. (Why should feel embarrassed if we are still learning)  
 S1/S2: *Iya si miss*. (Yes miss)

Appendix B/Interview Transcripts 2/ April 15, 2014

From the identification above, there were some problems occurring during the speaking skill class. The following presents the identified problems:

**Table 2. Field Problems Concerning the Teaching and Learning Process of Speaking at the VIII A Students of MTs Wahid Hasyim Yogyakarta**

<b>No</b>	<b>Field Problems</b>	<b>Code</b>
1	The students were not ready to study when the teacher came to the class.	<b>S</b>
2	Some students did not like English.	<b>S</b>
3	Some students made noise during the teaching and learning process.	<b>S</b>
4	Some students tended to talk with their friends during the teaching and learning process	<b>S</b>
5	Some students did not understand the simple past tense (past verb).	<b>S</b>
6	The teacher were not used appropriate speaking activities in the class	<b>M</b>
7	Most of the students did not actively join in the activities.	<b>S</b>
8	Most of the students did not enjoy the speaking activities.	<b>S</b>
9	Most of the students felt bored in the teaching and learning process.	<b>S</b>
10	Some students had low motivation in the teaching and learning process.	<b>S</b>
11	Some students were low in vocabulary mastery.	<b>S</b>
12	Some students were lack of pronunciation.	<b>S</b>
13	The teacher could not create interesting speaking activities.	<b>T</b>
14	The activities in the teaching and learning process lacked variations.	<b>T</b>
15	The teacher used monotonous speaking activities.	<b>T</b>
16	The teacher did not use media in speaking activities.	<b>T</b>
17	Some students were sleepy since the lesson were carried out in the last lesson hours	<b>S</b>
18	Some students did not bring dictionary	<b>S</b>
19	Sometimes there was a noise coming from outside	<b>S</b>

Notes:

**S** : Students

**T** : Teacher

**M** : Method

According to the problems related to the teaching and learning process of speaking, it can be identified that the problems are as follows:

1. The teachers' teaching style and the students' motivation in speaking

During the observation done by the researcher, the teacher did not use interesting techniques to engage the students to speak in the process of teaching and learning. The teacher was too serious in explaining the materials so that the students got bored. She also did not explain how to speak.

2. Media

Media are important in facilitating teaching and learning. By using appropriate media, teachers and students are helped to achieve the goal of the teaching. In reference to the observation, the teacher did not provide any interesting media to the students. She only used a white board as a medium in teaching speaking so that the students were not motivated to do the task. It also made them difficult to understand how to speak.

After the field problems were identified, weighing the problems based on the urgency level was done. The researcher weighed the field problems by holding discussion with the English teacher. It was done to find her opinions in categorizing the problems identified.

There were 19 problems based on the result of the observation and interview. The most urgent problems were taken because the problems

were very important to solve. The most urgent problems are presented in the table below.

**Table 3. The Most Urgent Problems Concerning the Teaching and Learning Process of Speaking at the VIII A Students of MTs Wahid Hasyim Yogyakarta**

<b>No</b>	<b>Field Problems</b>	<b>Code</b>
1	Some students did not understand simple past tense (past verb).	<b>S</b>
2	Most of the students' felt bored in the teaching and learning process.	<b>S</b>
3	Some students had low motivation in the teaching and learning process.	<b>S</b>
4	Some students were low in vocabulary mastery.	<b>S</b>
5	Some students were lack in pronunciation.	<b>S</b>
6	The teacher did not use media in speaking activities.	<b>T</b>

Notes:

**S** : Students

**T** : Teacher

After weighing the field problems in urgent level, the researcher and the English teacher made discussion to determine the most important problems to be solved. There were the most important problems which are selected by the researcher and the English Teacher. The following table displays those problems.

**Table 4. The Most Feasible Problems to be solved Concerning the Teaching and Learning Process of Speaking at the VIII A Students of MTs Wahid Hasyim Yogyakarta**

<b>No</b>	<b>Field Problems</b>	<b>Code</b>
1	Some students did not understand simple past tense (past verb).	<b>S</b>
2	Most of the student felt bored in the teaching and learning process.	<b>S</b>
3	Some students had low motivation in the teaching and learning process.	<b>S</b>
4	Some students were low in vocabulary mastery.	<b>S</b>
5	Some students were lack in pronunciation.	<b>S</b>

From the problems, the researcher concluded that the students needed interesting media to help them in the process of speaking learning. To improve the students' speaking ability, the main action which was proposed was implementing picture series as media for speaking. One of the aims of using picture series was that pictures series could help the students to get the idea about what they should tell or speak, the organization of the ideas, and the vocabularies that they needed to use.

The next step after determining the most feasible problems to be solved, the researcher analyzed the objective analysis by doing a discussion with the English teacher. The researcher and the English teacher formulated the final objectives of the five solvable and the urgent problems. The alternative causes of every problem were tried to be found by considering the possible factors. Those factors were the English teacher, students, and activities. Finally, the possible factors of the alternative causes were analyzed

more deeply by the researcher and the English teacher. The following table shows the action to overcome selected problems.

**Table 5.The Actions to Overcome Selected Problems**

<b>No.</b>	<b>Selected Problems</b>	<b>Solutions</b>	<b>Expected Results</b>
1	Some students did not understand simple past tense (past verb). The students had low motivation in speaking	<ul style="list-style-type: none"> <li>• Giving more explanation, examples and exercise to the students</li> </ul>	<ul style="list-style-type: none"> <li>• The students' understanding of simple past tense will increase</li> </ul>
2	Most of the students felt bored in the teaching and learning process.	<ul style="list-style-type: none"> <li>• Using picture series</li> <li>• Giving praise and encouragement.</li> <li>• Giving feedback</li> </ul>	<ul style="list-style-type: none"> <li>• The activities will be more varied and the students' willingness in speaking will increase</li> </ul>
3	Some students had low motivation in the teaching and learning process.	<ul style="list-style-type: none"> <li>• Using picture series</li> <li>• Giving praise and encouragement.</li> <li>• Giving feedback</li> </ul>	<ul style="list-style-type: none"> <li>• The students' motivation will increase</li> </ul>
4	Some students were low in vocabulary mastery.	<ul style="list-style-type: none"> <li>• Using picture series</li> <li>• Drilling vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• The students' vocabulary mastery will increase</li> <li>•</li> </ul>
5	Some students were lack in pronunciation	<ul style="list-style-type: none"> <li>• Using picture series</li> <li>• Drilling pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• The students' pronunciation will increase</li> </ul>

There were some actions which were planned to overcome the problems. The main action was providing picture series in every meeting. Besides, there were other actions to support the main action. Those supporting actions were giving encouragement and praise, and giving feedback.

## **2. Implementation of the actions**

### **a. Report of the cycle I**

#### **1) Planning**

The teaching and learning process in Cycle I was divided into two meetings. The researcher and collaborator did action and observation and reflection.

To overcome the problems, some plans needed to be made. One of those, the researcher taught speaking in VIIA class observed the English Teacher during the teaching and learning process. In this case, the researcher implemented the actions to improve the students' speaking ability. The collaborator was the English teacher who had responsibilities to observe the teaching and learning process and to assess the students' speaking as a rater.

Cycle I was divided into two meetings. The following was the research schedule covering two meetings of implementation of actions. Research schedule of Cycle I:

Table 6. The schedule of the action in Cycle I

Cycle	Day	Date	Time
I	Monday	April 21 <sup>st</sup>	07.30- 09.00
	Thursday	April 24 <sup>th</sup>	07.30- 09.00

In the teaching and learning process, the researcher used the PPP method in the class. The researcher also prepared some teaching and learning instruments before the actions such as the course grid and lesson plans. The components in the course grid were the basic competence, learning material, learning activity, indicators, assessment, time allocation, and learning resource. Then, some lesson plans were also developed based on the course grid.

In the first meeting, the plan was focused on the presentation about the narrative texts. The actions included re-explaining the generic structure of the text and its language features. An input text entitled *The Monkeys and the Hat Seller* was also given to the students. Some picture series were provided in the stage of presentation for the example.

In the second meeting, the researcher was reviewing the previous material. The next plan was checking the students' homework and giving feedback. The focus of the second meeting plan was in the aspect of organization of the text. The next action was encouraging the students to



open the dictionary to improve their vocabulary mastery. And the story entitled *The Little Red Riding Hood* was prepared to take the score of Cycle I. Another plan was encouraging the students to always consult the dictionary during speaking to find the words. The next one was giving feedback and correction to the students' speaking. In addition, some instruments were also prepared for the action. The researcher also prepared interview guidelines to interview the teacher and the students after the actions.

## **2) Actions and observation**

The implementation of picture series in Cycle 1 was divided into two meetings. The details are discussed below.

### **a) First meeting**

In the pre-teaching stage, the researcher opened the class by greeting the students, checking their attendance and asking one of the students to lead the prayer. The English teacher who became the collaborator immediately sat at the back of the class and observed the teaching and learning process. Before the researcher explained the objective of teaching there were some students made jokes like” *Miss itu cantik kayak orang Arab, aku semangat kalo belajar sama miss*“ (Miss you are beautiful like an Arabian person, I feel enthusiastic if learn with you). Then she explained the objective of the teaching and learning. Then she told the students that she would teach them for two

weeks. She also told the learning objective that should be achieved. The teacher started to stimulates the students' background of the knowledge about the narrative texts. She asked some questions to make the students involved in the discussion. *What do you know about narrative text?* There were no students answering this question.

Most of them did not say anything but there was one of student said *"miss kita belum belajar itu, jadi kita tidak tahu. Tapi itu tu kayak dongeng cerita-cerita gitu bukan si miss?"* (Miss, we did not learn about that yet, so we don't know. But, it's like fairytale or story aren't it? )

Appendix A/Field Note 6/April 21,2015

The researcher explained to the students about what the narrative texts are. *"Okay, now do you understand what the meaning of the narrative text?"* Some of the students looked so enthusiastic in answering the question, and there mentioning the example of the narrative text. *"Miss, berarti kalo narrative text itu contohnya kayak Snow White, Cinderella gituya miss?"* (Miss, narrative text itself likes Snow White, Cinderella?).

The students got more involved during the discussion when the teacher elicited some information from them. Because the students ever learn about the narrative text, the researcher explained the meaning, the generic structure of the narrative text, and also the researcher enriched the vocabulary to the students because the student did not know much vocabulary in English. These were the

presentation stage because the researcher used the PPP to teach the students. The students were followed the activities in the class, but there were some students made noise in the class. The collaborator tried to handle those situations.



**Figure 2. The situation of teaching and learning process in VIIA class**

There were many questions when the teacher explained the materials. While they were writing some notes on the white board, the researcher made a little discussion with the collaborator. Then the researcher walked around to see the students' notes. Some students wanted to explain more about the materials. And there were some of the students who did not know about the meaning of the vocabularies.

Then the researcher drilled the vocabulary by pronouncing the vocabulary to the students.

In the production stage the researcher gave some tasks to the students. They can do the tasks in groups. The researcher and the collaborator were caring for their discussion and sometimes helped them to finish the tasks. After they had finished, the researcher was correcting the tasks with the students orally and gave the feedbacks to train their speaking ability.

When the researcher went the next stage, suddenly the bell was rang. The time was over. Quickly the researcher made a little review about what had been learned in the class. The researcher said thanks for the attention and did the greeting.

When the other students went out from the class, there were some of the students who stayed in the class. The researcher came to the students and asked some questions.

<p>R : <i>Gimana tadi pelajarannya, bisa?</i> (How about the lesson , can you?)  S1: <i>Bisa miss, jelas .</i>(I can miss, it's already clear)  S2: <i>Aku jugabisa miss, miss suaranya keras jadi kita bisa denger denngan jelas dan mengikuti dengan baik.</i>( I can miss, your voice was load, so we can hear clearly and followed well)  R: <i>O gituya, tapi paham kan apa yang miss sampaikan?</i>(Well, but do you understood what I explained?)  S1: <i>Ya miss, paham.</i> (Yes miss, I understand)  S2 : <i>Ya miss aku paham kok.</i> (Yes miss, I understood)  R: <i>Ada yang susah gak ?</i> ( Are there any difficulties?)</p>
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(Continued)

(Continued)

S2: *Itu miss, tadi yang vocab itu miss, susah ngomongnya.* (Those vocabularies miss, they are difficult to pronounce)  
 S1 : *Iya miss, pronunciationny , soalnya kita kan gak biasa ngomong pake bahasa inggris.* (Yes miss, the pronunciation, because we do not always speaking in english )  
 R : *Ya, tapi kalian senang kan ?.* ( Yes, but you are so happy, right?)  
 S1 : *Iya miss, besok yang ngajar miss lagi ya.* (Yes miss, tomorrow you teaches again)  
 R : *Insya Allah untuk beberapa pertemuan saya masih mengajar di sini.* ( Insya Alalh for some meetings I'm still teach here)  
 S2 : *Ya sip.* (Yes okay )  
 R : *Terima kasih ya untuk waktunya.* (Thank you for your time )  
 S1 and S2 : *Sama-sama miss.* ( You are welcome miss)  
 Appendix B/Interview Transcripts 7/April 21,2014

There were lots of information which were got from the interviewed with the students. It helped the researcher to involve the problems in the class activity. After interviewed the students, the researcher interviewed the teacher (*collaborator*).

R : *Mohon maaf ibu, boleh minta waktunya sebentar?.* (I am sorry miss, could I ask your time?)  
 T: *Oh iya mbak, boleh.* ( Yes all right miss )  
 R: *Iya bu, menurut ibu bagaimna tadi pemebelajaran di kelas?.* (Yes miss, how about the teaching learning process in the class?)  
 T: *Bagus mbak. Anak- anak berantusias sekali belajar dengan mbak ya, gurunya cantik si hehehe.* ( Well done miss, the students were enthusiastic to learn with you, the teacher is beautiful)  
 R : *He he, terima kasih bu, di bagian mana kira-kira yang harus saya perbaiki?.* (Thank you miss, which part that you think should I increased?)  
 T : *Sejauh ini bagus mbak, mungkin tadi ada murid yang gaduh kaena dia memang usil mbak.* ( So far so good miss, there were students who made noise , it's because of them).

(Continued)

(Continued)

R : O ya bu, terima kasih bu ( Well, thank you miss)

T : *Sama-sama mbak* (You are welcome miss)

Appendix B/Interview Transcripts 8/April 21, 2014

### b) Second Meeting

The second meeting was done on Thursday, April 24<sup>th</sup> 2014 on 07.00. The teacher came to the class and her collaborator immediately sat at the back of the class observing the teaching and learning. She started by greeting, praying and calling the roll. Her objective was to teach the students about the organization of the text. Firstly, she reviewed the materials on the previous meeting. The teacher reminded them again that the vocabulary were very important in speaking to make good English speaking ability. She continued the lesson by reinforcing the students' pronunciation. The researcher was impressed the students to bring the dictionaries to help them find the meaning of vocabulary. The students looked very enthusiastic paying attention to the researchers' explanation. Their enthusiasm could be seen from the excerpt of field notes below.

.....When the researcher gave an example of pronunciation, there was a student said "*Bu, ngomong bahasa inggris kesusah*" (Miss, speak in English is difficult) but they have enthusiasm to speak in English, so they are follow the activities well.

Appendix A/Field Note 10/April 24,2014

The researcher drilled the students with the vocabulary and the pronunciation. It was to train their speaking abilities. The researcher asked the students to open the dictionary if there were difficulties. After the researcher drilled the vocabularies, the researcher continued to show the picture series.

When the researcher showed the picture series, there were students came into the front of the class to see the picture series. Soon, the researcher and the collaborator shared the picture series paper. Suddenly, there was a student said “*wa ini crita itu,, aku pernah tau, tapi apa ya “?* (this is that story, I have known it before, but what it is?). “*Yes, anybody knows aboutthis story?* ” There was a student said “*ini yang ada nenek sihir itu bu?*” (it was a witch right?). They feel anxious when they saw the picture series. Soon, the researcher explained the picture series instantly.

Appendix A/Field Note 10/April 24,2014

The researcher shared a set of picture series to the students. The student guessed the story chronologically. In this case they worked in groups of three to four students to train their speaking ability. First, they build ideas step by step. Then they tried to write the main point of those ideas on their own paper. Next, they practice to memorize their ideas, and finally they tried to pronounce the vocabulary and speak up the ideas with their friends.

When the researcher asked the student to perform what had been trained in the class, they were still shy to speak up. There were some of students who performed in the front of the class. And there were

some students who did not want to speak up in front of the class, so the researcher decided to come near some students who did not want to come in the front of the class.



**Figure 3.**One of the examples of performances' picture

After all of the students had been performing based on their ideas about the story of entitled "*The Little Red Riding Hood*" the bell rang. Quickly the researcher reviewed the materials that had been taught in the class, especially the chronology of the story entitled "*The Little Red Riding Hood*". The students paid attention to the researchers' explanation. When the researcher



had finished explain the materials, some of the students went out from the class to have a break. There were some students stayed in the class. Soon, the researcher came to them and made short conversation with them.

R: *Hai, lagi pada ngapain?*. (Hi, what are you doing?)  
 S1: *Hehe, aku lagi nulis diary miss.* ( hehe, I'm still writing the diary miss)  
 S2 : *Itu Novi lagi jatuh cinta miss.* (Novi still falling in love miss)  
 S1: *Enggak ya.* (No)  
 R : *Iya juga gak papa.* ( It's no problem)  
 S1: *Malu miss.* (I'm shy, Miss)  
 R: *Gak papa biasa aja ya, mau tanya-tanya boleh?*. (It's no problem, just as usual; I want to ask something, do you have available time?)  
 S1&S2 : *Oke mis.* (Okay miss)  
 R: *Tadi gimana seneng ga belajarnya?*. (How about the English learning just now?)  
 S1: *Aku seneng miss.* (I'm happy miss)  
 S2: *Aku juga seneng mis.*( I am happy too miss)  
 R: *Alhamdulillah, tapi tadi susah gak coba buat kalimat buat di omongin?*. (Alhamdulillah, but are there difficulties in trying to make sentence to speak up?)  
 S2: *Susahnya karena kita gak tahu banyak vocab aja si miss, gambarnya jelas.* (There were difficulties on vocabularies, because we do not master much vocabularies, but the pictures are clear enough)  
 S1: *Iya miss, kita bisa tau apa yang mau kita omongin dengan melihat gambar itu walaupun kita gak tau critanya.* (Yes miss, we can know what we are going to speak by seeing that pictures though we did not know what is that story)  
 R; *O gitu ,masalahnya karena vocabnya aja kan ya, e tapi kalian gak malu lagi kan.* (Well, the problem is about vocabularies, but you are not shy again, right?)  
 S1: *Sebenarnya si malu miss.* (Actually, I'm still shy.)  
 S2: *Iya miss, tapi gak papa.* (Yes miss, but it's allright.)  
 R: *Oke, makasih ya, besok kita belajar lagi, sampai jumpa.* (Well, thank you, tomorrow we will meet again, good bye)  
 S1 & S2: *Sampai jumpa miss.* (Good bye Miss)

After interviewing the students, the researcher interviewed the English teacher in the teachers' room. The researcher came to the teachers' room and asked some questions about the teaching and learning process in the class.

R: *Siang Miss. (Good Afternoon Miss)*

T: *Siang mbak , gimana? . (Good Afternoon Miss, what's going on?)*

R: *Iya bu, tadi gimna menurut ibu pembelajaran di kelas? . (Yes Miss, how about the teaching learning process in the class?)*

T: *Mereka kelihatannya lebih cepat paham ya mbak. (They looked easier to grasp the materials miss)*

R: *Iya bu, tadi saya sedikit berbincang-bincang sama 2 orang, katanya kendala mereka ada di vocab. (Allright miss, I have already had a little conversation with 2 students, they said they still find it difficult dealing with English vocabularies)*

T: *Iya mbak, mereka agak susah menghafal. Mungkin juga karena di pondok banyak kegiatan. (Yes miss, they find it rather difficult to memorize. May be caused they have many activities in Islamic boarding house)*

R: *Iya nggak papa bu, dicoba dulu sedikit-sedikit. (Allright miss, just try step by step)*

T: *Iya mbak. ( Yes miss)*

R: *Ya sudah bu, terima kasih. Sampai bertemu di pertemuan selanjutnya. (Well miss, Thank you. See you in the next meeting)*

T: *Iya mbak, sama-sama. (Yes miss, you're welcome)*

Appendix B/Interview transcript 9/April 24,2014

The extract of interview above indicates that the students could get a benefit from the class discussion by speaking in the front of the class. However, some of them still could not realize their mistakes and felt shy in their speaking. There was problem in vocabulary, so the researcher should enrich the students' vocabularies to increase their speaking ability.

### **3) Reflection**

After implementing the actions in Cycle I, the researcher could make some reflections. In reflecting on the actions, a discussion with the collaborator was conducted. Besides, some interviews with some students were also carried out so they also could give their reflection and opinion about the actions in Cycle I. By doing the discussion with the English teacher and the students in making the reflection, this research had fulfilled democratic and dialogic validity because the English teacher and the students could give some suggestions, opinions, and express their feeling of the actions that have been done.

Based on the interview and the discussion, it was found that there were some successful actions but some problems still happened, so, there were also some actions that needed to be re-applied or modified in order to achieve the goal of the research. By reviewing the process of the teaching and learning, the researcher and the English teacher found that implementing picture series in speaking the narrative texts in Cycle I could be considered successful because it brought some improvements. Those improvements were in the aspect of content and organization. The students could speak up better than the pre test. The ideas that they speak were also clearer. In addition, most of them could come in the front of the class and speak up what will they say, though there were some student who did not want to come in the front of the class, they still feeling shy to

say something. This following extract of interview transcript also supports the statements.

<p>R: <i>Jadi action yang tadi bisa dikatakan lumayan berhasil ya Bu?.</i> (So my action could be considered successful, right?)</p> <p>T: <i>Iya Mbak, ada kemajuan yang cukup bagus tadi, walaupun mereka masih sangat kurang di vocabnya, mereka sudah berani untuk say something.</i> (Yes, there is much improvement back then although they still need to improve their vocabularies, they can say something )</p> <p>R: <i>Iya bu. Jika dibandingkan dengan pretest, sudah agak meningkat, Karena waktu pretest mereka benar-benar tidak bisa ngomong apa-apa.</i> (Yes miss. If we compare it with that on the pre test the speaking is improved, because on the pre test they could not say anything )</p> <p>Appendix B/Interview transcript 9/April 24,2014</p>
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Based on the result of the actions in Cycle I, there were some successful improvements. The students could get the benefits of the implementation of picture series in speaking the narrative texts especially in terms of pronunciation and fluency. However, there were some unsolved problems in Cycle I in terms of vocabulary and content. In addition, the results of the students' speaking had not been statisfacing yet. Therefore, the action on Cycle I should be continued into Cycle II since the outcome validity of the research had not been achieved yet.

## **b. Report of Cycle II**

### **1) Planning**

Although there were some improvements as the result of implementing the actions in Cycle I, there were still many problems which had not been solved yet. The researcher worked collaboratively with the English teacher discussing the other plans to reach the goal of the research. Therefore, Cycle II needed to be done. It also covered planning, action and observation, and reflection. It was conducted in two meetings because of the limited time.

**Table 7. The schedule of action in Cycle II**

Cycle	Day	Date	Time
II	Monday	April 28 <sup>th</sup>	07.30- 09.00
	Thursday	May 1 <sup>st</sup>	07.30- 09.00

There were some plans that had been made collaboratively with the English teacher. Those plans were prepared to solve some unsolved problems in Cycle I. The standard of competence, basic competence, and the objectives were still the same but the researcher planned to introduce another type of narrative text that is the fairytale. The lesson plans were also made as the preparation.

In the third meeting of the research, the focus was making the students understand the concept of the simple past tense orally. It was planned to build the students' knowledge about another type of the narrative texts namely fairytale. Some pictures of the characters in fairy tales were prepared. The aim was to enrich the students' vocabulary mastery. The researcher and the collaborator planned on re-explaining the concept of the simple past tense and giving worksheets. Furthermore, they also planned on encouraging the students to use the dictionaries correctly.

The focus of the fourth meeting was on the developing ideas. The first plan was checking the students' homework and giving feedback. The next one was giving the students the opportunity to finish and try to retell the story. It was also planned to encourage the students to use the dictionaries.

## **2) Action and Observation**

### **a) The third meeting**

The third meeting or the beginning of Cycle II was conducted on Thursday, April 28<sup>th</sup> 2014. The researcher met the English teacher to hand in the lesson plan. He told the researcher that the time allocation for Sunday will be changed in Tuesday caused there was the other subject will be have on Sunday .

Then, the teacher and the collaborator went to the class. The researcher started the class at 7.30 a.m. and the collaborator immediately sat at the

back of the class observing the process. The researcher began by greeting, praying, and checking the attendance list. The researcher reviewed the materials in the previous meeting. Then, she told the students the activities that they would do during the meeting. She checked whether the students brought the dictionary or not. There were only some who brought the dictionaries.



**Figure 4. The researcher was in presentation stage**

In the stage of presentation, the teacher reinforced the students' background knowledge by giving oral questions. *“What do you know about fairy tale?” “Can you give some examples of the title of fairy tale?”* The students answered the questions together. They could shortly explain what fairy tale was and mention the titles of fairy tale that they knew such

as Cinderella, Pinocchio, Snow White, and so on. “*Okay, now anybody knows about the past tense?*” there were no responds from the students. Then, she continued to the next activity.

Furthermore, the students and the teacher discussed the language features of the text. The teacher focused on the use of the simple past tense. The following excerpt of field notes describes the process.

The Researcher gave the examples how to make some simple past sentences. The Researcher also retold that they had to bring and open the dictionary when they still could not memorize the verbs II. The researcher then asked the students to look up the meanings the example of some words. They started to open the dictionary and discussed them with their desk mate. Some of the students seemed were not get used to use the dictionary, so the researcher helped them in using the dictionary correctly. “*verb 1 verb 2 dan verb 3?*” (Miss this is the arrangement right, verb 1 verb 2 and verb 3 ?) “*ya benar, ini adalah susunan kata kerja. Kamu dapat melihat kata kerja kedua disini.*” (Yes you’re right this is the arrangement of verbal words, you can see the verbal words here)

Appendix A/Field Note 15 /April 28, 2014

Based on the excerpt above, the students were eager to learn the vocabulary by practicing using the dictionary. After discussing the vocabulary with the whole class, the researcher gave some of vocabularies. The students practice to find the verb 2 in form the task that given by the researcher. Beside that the students also got the meaning of the verbal words.



R	: ..... <i>bisa kan nyari verb 2 nya ?</i> . (Can you find the verb 2?)
S	: <i>iya miss, aku bisa</i> . (Yes miss, I can )

Appendix B/Interview transcript 10/April 28,2014



**Figure 5.**The researcher gave more explanation to the students

The teacher walked along the aisles to watch them finding the verb 2. Sometimes, the researcher gave correction when the students felt confused with verb 2. Because most of them could find and understand the use of verb 2, the researcher continued to teach past tense. There were some students who

did not paid attention to the researcher explanation. There was sleeping in the class, or there ware students who making jokes with the other friend.

Researcher gave the example of past tense.....”Do you understand?””*Miss berarti urutanya S+V2 ya miss?*”(So, the arrangement is S+V2 miss, right?). “Yes you’re right”.

Appendix A/Field note 15/April 28,2014

From the excerpt above, the students can catch what the researchers’ explain. When the teacher gave the task to make sentences with simple past tense, suddenly the time was over. So the researcher gave the homework to the students. Quickly, the researcher gave review what they learn at that day and say good bye.

As usual, there was a student who stayed in the class. She was fasting at that day. So, the researcher made conversation with her at that time.

R: *Hai anisa, lagi ngapain? Gak istirahat?.* (Hi, Annisa, what are you doing? Don’t you have a break?)

S: *Hai miss, ini lagi istirahat di kelas, aku lagi puasa miss.* ( Hi, Miss. I’m still having a break now in the class. I’m fasting miss)

R: *Wah kamu hebat.* (You are good)

S: *Terima kasih Miss.* (Thank you miss)

R: *Iya sama-sama, e mau tanya sebelumnya Nisa pernah belajar past tense?.* (You’re welcome, I want to ask you, have you ever learnt about past tense?)

S:*Sudah miss, tapi gak paham.* (Yes, already miss, but I did not understand)

(Continued)

(Continued)

R: *Sekarang? gimana?.* ( Now? How?)

S: *Sekarang aku bisa miss, makasi ya.* (Now I can do it miss, thank you miss)

T: *Alhamdulillah deh, sama-sama. Makasih juga waktunya ya.* (Alhamdulillah, you are welcome. Thank you for your time)

S: *Ya miss, sama-sama.* ( Yes miss, you're welcome)

Appendix B/Interview transcript 11/April 28, 2014

From the little conversation above the teaching learning process was successfully conducted. Now, the students can make the sentence by using simple past tense. After the researcher was interviewing the student, the researcher continued to interview the English teacher of VIIA class. The researcher met the English teacher in teachers' room.

T: *Alhamdulillah ya mbak mereka sudah bisa past tense.* (Alhamdulillah, they can understand about past tense)

R: *Iya bu, Alhamdulillah.* (Yes, Miss Alhamdulillah)

T: *Biasanya mereka itu susah kalo di suruh bawa kamus sama ngerjain tugas mbak, ini Alhamdulillah mau ya.* (Usually they were difficult to bring the dictionary and do the task, Alhamdulillah they can do it)

R: *Iya bu Alhamdulillah.* (Yes miss, Alhamdulillah)

Appendix B/Interview transcript 12/April 28,2014

#### **b) The fourth meeting**

The researcher conducted the fourth meeting on Tuesday, May 1<sup>st</sup> 2014. The teacher and her collaborators came to the VIII class. The teacher started the class at 7.30 a.m. after the students finished cleaning

the classroom. Her collaborator immediately sat at the back observing the process and taking some photographs. The teacher began by greeting them. They answered the greeting enthusiastically. Then, she asked one of the students to lead a prayer. After that she checked the attendance.

After a while, four of the students said that they had not finished doing the homework. The researcher said that they can continue doing their homework now, when the researcher asked them why they did not finish their homework yet, one of the student said “*kegiatan di pondok banyak miss, kita lupa*”. (The activities in Islamic boarding house are too much, we forgot it). They also forgot to bring the dictionary, so they brought the dictionary from the other friend. The researcher gave feedback and some corrections. It seemed that some of them made error in the use of past tense, so the researcher re-explained it. The researcher discussed the simple past tense with the whole class. The researcher also encouraged the students to make the example of the sentences together.

The students understood about the example given by the teacher. Then, the researcher gave paper to the students. It's a story about Beauty and the beast. When some students accepted the paper, suddenly they said “*wa ini beauty and the beast*” (*It's beauty and the beast*). Soon, the researcher answered “yes it's beauty and the beast, do you know about this story?”. There was a student said “*yes miss I know, tapi agak lupa kalo gak liat urutannya*”. (Yes miss, I know, but I'm forgot if I don't see the

arrangement). “*Okay, you can start to see and guess what the story is about*”. Soon, they do that task.

.....Sometimes, the students still asked the words to the researcher as “*Miss, bahasa inggrisnya memilih apa?*”(Miss, what is the English of memilih?) Before the researcher answered, his friend answered the question “*choose*” (It is choose ) “*makasih*” ( Thank you.)

AppendixA/ Field Note16/May 1,2014

They continued finishing the story. After five to ten minutes one by one of the students came to the researcher and retold what they learnt from the picture series. Although some of students still felt shy to speak up it was no problem. The researcher came to them and they can retell the beauty and the beast in their chair.

Next, the researcher and the collaborator would take the post test score on May 13<sup>th</sup>,2014. The researcher gave a picture series again to put the post test score. Soon, the students tell the story. One by one of the students came to the teachers’ table in the front of the class to retell the story about Cinderella. There were 5 students who did not retell the story yet, but the time was over. So the teacher asked to those five students to stay in the class for a while and retell the story to the researcher.

The post test was finished. As usual after the class was over the researcher made a little conversation with two students who stayed in the class

R: *Hi, aku udah selesai.* (Hi, I have finished)

S1: *Berarati besok udah gak ngajar lagi ya miss.* ( So, tomorrow you don't teach us again?)

R: *Enggak, udah selesai.* (No, finish)

S2: *Miss aja yang ngajar disini, kita seneng miss yang ngajar kita.* (Please, I want you teach us here, we are happy you teach us)

R: *Hehe kapan-kapan lagi ya, e gimana bisa kan tadi ya retell story Cinderella nya.* (Hehe, maybe next time, how about retelling story of Cinderella?)

S1: *Iya bisa miss, kita si agak lupa gimana ceritanya tapi karena ada urutanya kita jadi inget lagi.* (Yes, I can miss, we rather forgot the story but there is any arrangement of the story, so we can remember it)

S2: *Iya miss, enak belajar kayak gitu.* (Yes miss, I fell enjoy study like that)

R: *Iya deh, makasih, besok kapan-kapan aku kesini lagi.* (Okay, thank you, maybe next time I will coming )

S2: *Bener ya miss kita tunggu lho.* (Promise? We will wait for you)

R: *Iya insyaAllah.* (Yes insyaAllah)

Appendix B/Interview transcript 13/May 13,2014

From the conversation above, the students found it easier to retell the story. Basically most of them have known the story about. Its help those to remember what will they say. After finished the researcher came to the teachers' room to ask the teachers' opinion.

### c) Reflection

After implementing the actions in Cycle II, the researcher and the collaborator reflected on the process of using picture series to improve students' speaking. They made an evaluation of the process through some discussions and interviews.

The collaborator said that the students' aspect of pronunciation was improved after the implementation of picture series in speaking narrative text. Based on his observation, picture series was quite effective especially for the aspect of pronunciation. It helped the students brainstorm and generate the ideas for their speaking.

*T : .....semuanya mbak, pronunciationnya juga meningkat. (Overall, the aspect of pronunciation was increased).*

Appendix B/Interview transcript 14/May 13, 2014

There were some achievements after the implementation of the actions. The teacher made a reflection and stated that she was quite pleased with the improvement in the aspect of the students' behaviors. They became more active during the discussion and showed a good attitude. The following excerpt supports the statement.

*T: ..... the students made a quite much improvement when I saw them more active and eager to do the task like today and the previous meetings.*

Appendix B/Interview transcript 14/May 13, 2014

Another progress was related to the speaking processes. The students went through some processes in retelling the story of the narrative text. They did planning what they will say in the narrative text. It was supported by the teachers' statement in the following excerpt.

R	: <i>Kalau menurut ibu proses untuk retelling storynya gimana?</i> (What about their speaking processes to retell the story miss?)
T	: <i>Bagus mbak , mereka memang suka berdiskusi.</i> (Well, they like to discussing with their friend)

Appendix B/Interview transcript 14/May 13,2014

In addition, there was some progress in the other aspects of speaking. They were vocabulary, accuracy and fluency. However, they still need further guidance in order to help them to understand the concept and implement them in speaking.

T: ..... <i>Vocab, fluency and accuracy nya meningkat mbak, mungkin di grammarnya yang masih perlu bimbingan dari guru.</i> (Vocabulary, fluency and accuracy are improve, maybe in grammar still needed guidance from the teacher)
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Appendix B/Interview transcript 14/May 13,2014

Furthermore, the researcher also interviewed the teacher to reflect on the implemented actions in Cycle II. She also said that there was quite much improvement during the process of the teaching and learning of speaking although there were some aspects which needed further assistance and guidance. Overall, the improvements were satisfying. The following is the



excerpt of the interview transcript supporting the improvement of the research.

## **B. Discussion**

This study was began on April 21<sup>st</sup>, 2014 and ended on May 13<sup>th</sup>, 2014. It was aimed to improve the English speaking skills of the students of MTs Wahid Hasyim Yogyakarta through the visual aids it focused on picture-series. All of the actions had been conducted in two cycles. Based on the result of the actions in Cycle 1 and Cycle 2, the research team agreed to discontinue the research up to this cycle. The implementation of picture series and the complementary actions were successfully accomplished and the objective of the research had been achieved.

The research findings would be inferred from the qualitative and the quantitative data gathered during the research. The qualitative data are from the observation of the teaching and learning process, interview with the English teacher, and also the students. Then, the quantitative data are derived from the speaking scores of the pre-test and the post-test and the scores of daily meetings.

Regarding the implementation of those two cycles, the researcher presented the following changes as a result of Cycle I and Cycle II.

**Table 8. The Change Result of the Improvement of the Action during Cycle I and Cycle II**

<b>The Actions</b>	<b>Cycle I</b>	<b>Cycle II</b>
Using classroom English	The students understood when the researcher used English expressions in the class. It was indicated when the researcher greeted the students by saying “Good morning. How are you today?” and the students could answer it correctly.	In Cycle 2, the implementation of classroom English was successful. The students could understand the researchers’ talk when she spoke in English. Besides that, the students also wanted to speak English when the researcher asked them to give comments toward their friends’ speaking performance and when they wanted to ask something to the researcher during the speaking learning process.
Applying picture series as media in English teaching and learning process	By using picture series in speaking learning process, the students got many ideas to retell a story and arranged words to make it orally . Besides that, they also became more confident to perform in front of the class.	During the action of improving students’ speaking skill through the use picture series, the pictures helped the students in performing a text in front of the class. In addition, the use of picture-series in speaking learning process could improve the students’ learning motivation.
Giving feedback on students’ performance	The action was able to help the students to improve their accuracy and also pronunciation during Cycle I. However, some students were still shy to speak English. They still mispronounced some words very often. Most students also had the same problem in constructing simple past tense as they were still confused with the past	By providing self-assessment (reflection) and peer feedback for the students, they could improve their confidence in speaking during the learning process. They also could learn how to assess the others speaking performance whether it was good or not too good. Through the action of giving feedback to the students, the researcher could improve the

	verbs.	students' work covering the aspects of fluency, pronunciation, accuracy, and vocabulary. As their mistakes were reduced, the students also became confident to speak in English.
	However, some students were still shy to speak English. They still mispronounced some words very often. Most students also had the same problem in constructing the simple past tense as they were still confused with the past verbs.	

Furthermore, the improvement on the teaching and learning process of speaking actually also affected the improvement on the students' speaking performances. In this research, the students' speaking ability in each cycle was scored. It was to know the improvement of their speaking skill during the implementation picture-series. The following table was a summary of the students' speaking scores in each cycle, Cycle I and Cycle II.

**Table 9. The scores of Cycle I and cycle II**

<b>Cycle</b>	<b>Accuracy</b>	<b>Fluency</b>	<b>Pronunciation</b>	<b>Vocabulary</b>
Cycle 1	4.50	5.48	5.92	5.14
Cycle II	6.00	6.57	6.96	6.74
Gain score	<b>1.50</b>	<b>1.09</b>	<b>1.04</b>	<b>1.60</b>

In Cycle I, the students could improve their aspects of their speaking although it was just little improvement. The students began to repair their pronunciation by listening to the researcher's talk. However, they were still lack of vocabulary. They could not express their idea yet because they could not choose the appropriate vocabulary to express their idea in mind. They still tended to use a dictionary to find the words. Because of it, their utterances were not linked perfectly one another.

Then, in Cycle II, the students tried to enrich their vocabulary by finding the difficult words in the dictionary. And the result was their vocabulary mastery was improved. They could express their idea using appropriate words with correct pronunciation.

Besides assessing the students' performance in daily meeting, their speaking ability in the pre-test and the post test were also scored. To avoid the subjectivity in scoring the students' performance, the research study applied investigator triangulation. Besides, inter-rater reliability was also used to make the data reliable. The scoring activities were done by the researcher and the English teacher. The summary of the result of the pre-test and the post-test is presented below.

Table 10. The result of the pre-test in each aspect

<b>Rater</b>	<b>Accuracy</b>	<b>Fluency</b>	<b>Pronunciation</b>	<b>Vocabulary</b>
Rater 1	3.74	3.90	3.50	3.33
Rater 2	4.62	5.40	5.77	5.18
Mean score	<b>4.18</b>	<b>4.65</b>	<b>4.63</b>	<b>4.25</b>

Table 11. The result of the post-test in each aspect

<b>Rater</b>	<b>Accuracy</b>	<b>Fluency</b>	<b>Pronunciation</b>	<b>Vocabulary</b>
Rater 1	6.29	6.85	7.33	7.18
Rater 2	6.88	7.44	7.59	7.11
Mean score	<b>6.58</b>	<b>7.14</b>	<b>7.46</b>	<b>7.14</b>

In the pre-test, some students were hesitant to speak as they were not confident and felt afraid to make mistakes. They were shy to speak up because they thought that when they made mistakes in speaking, their friends would laugh at them. Because of it, they tended to keep silent and just listened to the teacher's explanation. They also tended to rely on their notes and even just read aloud the monologue in the speaking activity. Their dictions were also limited. Most of the utterances were grammatically incorrect. They could not differentiate between the present verb and the past verb yet, especially in the irregular past form. Besides that, they were also still confused to implement

the past verb in the text. Then, most of the words were pronounced incorrectly. Besides, their utterances were not linked perfectly to one another.

Through the implementation of picture-series, the students' speaking abilities were improved. The improvements were revealed from the result of the students' performance in the post-test. In the post-test, their grammatical mistakes were reduced and their pronunciation also got better. Their vocabulary was also varied. The students were more confident and fluent in delivering the monologue. Some of them were able to use facial expressions and gestures. In addition, the delivery of the monologue was equipped with connectors which linked their ideas well.

The following table shows the comparison between the students' mean score both in the pre-test and the post-test. The gain score the both tests is also presented.

**Table 12. The students' mean scores in speaking aspects**

<b>Test</b>	<b>Accuracy</b>	<b>Fluency</b>	<b>Pronunciation</b>	<b>Vocabulary</b>
Pre-test	4.18	4.65	4.63	4.25
Post-test	6.58	7.14	7.46	7.14
Gain score	<b>2.40</b>	<b>2.49</b>	<b>2.83</b>	<b>2.89</b>

The students' mean score in the accuracy aspect increased after the implementation of picture series. In accuracy aspects increased 2.40 from 4.18

in the pre-test to 6.58 in the post-test. The mean score of the fluency aspect gained by the students is 2.49. In the pre-test, the mean score is 4.65. After conducting the actions, the mean score became 7.14. In the pronunciation aspect, the mean score is also improved. In the pre-test, the mean score is 4.63. In the post-test, the mean score became 7.46. The gain score obtained is 2.83. The last aspect is vocabulary which also reveals some improvements. The students' mean score in the pre-test is 4.25 which increased into 7.14 in the post-test. It means the gain score is 2.89.

In reference to the discussion above, the students' speaking skills improved in four aspects of speaking which are accuracy, fluency, pronunciation, and vocabulary. The general findings of the students' mean score in the pre-test and the post-test are presented in the table below.

**Table 13. The students' mean scores in the pre-test and the post-test**

	<b>Pre-test</b>	<b>Post-test</b>	<b>Gain score</b>
Mean score	17.71	28.32	<b>10.61</b>

Table above shows that the mean score of the post-test is higher than the mean score of the pre-test. The gain score of the students' speaking ability is 10.61 showing that there is an improvement of students' speaking skills.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTIONS**

This chapter presents conclusions, implications, and suggestions for teacher and further research to this action research.

#### **A. Conclusions**

In reference, to the findings of the study the use of picture series was believed to be able to improve the students' skill of speaking in narrative text. Picture series facilitated the students to the generate ideas in chronological orders.

During the implementation of picture series, the researcher used some teaching strategies such as discussing the mistakes on students' speaking, exploring ideas on the picture series and applying vocabulary and language use exercise. Those teaching strategies led the students to have positive responses toward the teaching and learning process. The students also liked to have picture series in their speaking class because it contained several interesting pictures. It increased their motivation to speak during the speaking process. The use of picture series improved the students' performance in speaking and the students' attitude toward teaching and learning process.



## **B. Implication**

According to the research findings, the implementation of picture series helped the students in the speaking process. The use of picture series also could improve the students' skills in fluency and pronunciation aspects. Moreover, the students had better attitude toward the teaching learning process. The teaching strategies of picture series increased the students' motivation. In the teaching and learning process of speaking, the collaborator also wanted to have this medium in teaching speaking for students. It implies that the teachers need to implement picture series in their teaching and learning process of speaking.

## **C. Suggestions**

After implementing the picture series, the researcher has some suggestions for the English teachers and for further researcher to be considered.

### **1. For the English teacher**

It is suggested for the English teacher to use picture series in teaching speaking narrative since it can solve the student's problems in speaking itself. Besides that, the teaching strategies of using picture series can be proven to improve the students' motivation toward the teaching and learning process of speaking

## 2. For further Researchers

The use of picture series can improve the students' skill of speaking in the narrative text. Further researchers are recommended to use picture series on different grades of education such as senior high school level in composing narrative text. Further researchers also may conduct research on other kinds of text to improve their speaking skills in different kind of both factual and literary texts.

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# APPENDICES

# **APPENDIX A**

## **FIELD NOTES**

## FIELD NOTES

### Field Note 1

**Waktu** : Juma't 11 April 2014  
**Tempat** : Ruang Guru  
**R** : Researcher  
**KS** : Kepala Sekolah  
**ET** : English Teacher

R datang ke MTs Wahid Hasim Yogyakarta sekitar pukul 08.00. Sebelum bertemu dengan KS, R bertemu dengan ET. Karena R memang sudah mengenal ET sebelumnya saat R pernah membantu mengajar di MTs Wahid Hasyim Yogyakarta, akhirnya R langsung diantarkan ke ruang KS sekitar pukul 08.10. R mengetuk pintu dan mengucapkan salam. KS keluar dan R menyalami KS. Kemudian, KS mempersilahkan R duduk. R memperkenalkan diri dan menyampaikan maksud dan tujuan kedatangannya yaitu untuk melakukan penelitian dan hari itu R akan langsung melakukan observasi dan wawancara dengan ET dan beberapa siswa. R menyerahkan surat ijin penelitian dan observasi dari UNY. KS mengizinkan karena memang sudah mengenal R dan R sudah pernah ijin untuk melakukan penelitian pada waktu R membantu mengajar di MTs tersebut. R menjelaskan bahwasannya penelitian hanya akan diadakan pada bulan April 2014. KS menanyakan apakah sudah mendapat ijin dari ET dan R menjawab sudah. R diminta langsung berkoordinasi dengan ET mengenai kelanjutan penelitian. R berpamitan dan mengucapkan terima kasih kepada KS.

### Field Note 2

**Waktu** : Juma't 11 April 2014  
**Tempat** : Ruang Guru  
**R** : Researcher  
**ET** : English Teacher

Setelah R meminta ijin penelitian kepada KS, R menemui Ibu Tarsiyatul selaku guru bahasa Inggris kelas VIII pada pukul 07.50. R menyampaikan tujuan kedatangannya untuk melakukan observasi kegiatan pembelajaran dan wawancara guna mengawali penelitian. ET menanyakan kelas mana yang akan dijadikan objek penelitian R. R menjawab kelas VIII A. ET menjelaskan bahwa pembelajaran bahasa Inggris di kelas VIII A pada pukul 08.00 sehingga wawancara kepada ET terlebih dahulu. ET menjelaskan mengenai masalah pembelajaran bahasa Inggris di kelas VIII A, khususnya speaking. Setelah selesai

diskusi mengenai masalah pembelajaran speaking dalam bahasa Inggris, ET dan R mendiskusikan masalah jadwal penelitian yang akan dilaksanakan. Setelah sepakat, R diminta menunggu di lobi sekolah sampai waktu pembelajaran bahasa Inggris di kelas VIII A dimulai guna untuk melaksanakan observasi pembelajaran.

### **Field Note 3**

**Waktu** : Jum'at, 11 April 2014  
**Tempat** : Ruang Kelas VIII A  
**R** : Researcher  
**S** : Students  
**ET** : English Teacher

R menemui ET untuk melakukan observasi pembelajaran bahasa Inggris di kelas VIII A. R masuk kelas VIII A bersama ET. Saat R dan ET masuk, kelas sangat ramai. ET menyuruh R untuk duduk di belakang. ET memperkenalkan R kepada S

Ketua kelas VIII A menyapa ET "Good Morning" dan ET menjawab dengan mengucapkan "Good Morning". ET tidak menanyakan kondisi S tetapi menerangkan materi yang akan dipelajari yaitu yang terdapat di LKS. ET menyuruh S untuk membuka buku bahasa Inggris mereka dan meminta salah satu siswa membacakan pekerjaan rumah yang sudah diberikan di pertemuan sebelumnya. . Siswa tersebut membaca dengan banyak kesalahan pada pengucapan kata-kata dalam teks. Beberapa dari siswa itu ada yang tertidur di mejanya. ET memberikan task kepada S, sampai bel berbunyi.

### **Field Note 4**

**Waktu** : Jum'at, 11 April 2014  
**Tempat** : Kantor Guru  
**R** : Researcher  
**ET** : English Teacher

Setelah melakukan observasi pembelajaran di kelas VIII A, ET dan R berdiskusi mengenai masalah dalam pembelajaran bahasa Inggris berdasarkan hasil wawancara dan pengamatan R dalam kelas. ET menjelaskan bahwasannya kemampuan berbicara bahasa Inggris siswa kelas VIII A masih rendah karena sebagian besar siswa selalu diam ketika dalam proses pembelajaran. Akhirnya ET dan R bersepakat untuk mengambil beberapa masalah terkait speaking yang



mungkin untuk ditangani dan bisa untuk ditingkatkan. Kemudian, R dan ET berdiskusi mengenai media yang sesuai untuk menangani masalah berbicara siswa yang sesuai. Akhirnya R dan ET bersepakat untuk menggunakan gambar seri sebagai media yang digunakan untuk meningkatkan kemampuan berbicara bahasa Inggris siswa kelas VIII A. Kemudian R berpamitan kepada ET untuk pulang.

#### **Field Note 5**

**Waktu** : Selasa, 15 April 2014  
**Tempat** : Kelas  
**R** : Researcher  
**ET** : English Teacher

R sampai di MTs Wates pada pukul 07.00. R langsung menuju kantor guru untuk menemui ET. R menyampaikan tujuannya untuk melakukan pre-test kemampuan bicara bahasa Inggris siswa kelas VIII A dan mengkonsultasikan RPP dan media yang akan digunakan R pada saat penelitian. R menyerahkan RPP dan media untuk siklus pertama dan kedua. ET membacanya dan mengajukan beberapa pertanyaan terkait aktifitas pembelajaran yang akan dilakukan. Setelah semua jelas, ET menyerahkan kembali RPP dan media tersebut karena tidak ada yang perlu diperbaiki. Kemudian, ET mempersilahkan R untuk melakukan pre-test pada jam terakhir yaitu pukul 07.30. Selain itu R juga meminta izin untuk melakukan wawancara kepada beberapa pada jam istirahat. ET mengijinkan R. Kemudian, R mengucapkan terima kasih.

#### **Field Note 5**

**Waktu** : Selasa, 15 April 2014  
**Tempat** : Kelas  
**R** : Researcher  
**ET** : English Teacher

R masuk ke dalam kelas dengan mengucapkan salam dan memperkenalkan diri lagi. R mengungkapkan maksud dan tujuannya berada di kelas untuk melakukan pre-test. S diberi lembaran kertas yang berisi cerita. S di beri waktu sekitar 30 menit untuk membaca dan memahami isi dari cerita itu. Setelah itu R memanggil satu- persatu S untuk menceritakan kembali cerita yang sudah S baca selama 30 menit. Setelah semua S sudah menceritakan kembali apa yang mereka baca. R berpamitan dan mengucapkan banyak terima kasih kepada S.

**Field Note 6**

**Waktu** : Senin, 21 April 2014  
**Tempat** : Kelas  
**R** : Researcher  
**ET** : English Teacher  
**S** : Students

Pertemuan pertama dari siklus 1 selama 2 x 45 menit. R masuk ruang kelas bersama ET pada pukul 07.30. ET langsung duduk di kursi belakang untuk mengamati pembelajaran. Berikut adalah catatan mengenai proses pembelajaran pada pertemuan pertama siklus 1.

*In the first meeting, the plan was focused on the presentation about the narrative texts. The actions included re-explaining the generic structure of the text and its language features. An input text entitled The Monkeys and the Hat Seller was also given to the students. Some picture series were provided in the stage of presentation for the example.*

*In the second meeting, the researcher was reviewing the previous material. The next plan was checking the students' homework and giving feedback. The focus of the second meeting plan was in the aspect of organization of the text. The next action was encouraging the students to open the dictionary to improve their vocabulary mastery. And the story entitled The Little Red Riding Hood was prepared to take the score of Cycle I. Another plan was encouraging the students to always consult the dictionary during speaking to find the words. The next one was giving feedback and correction to the students' speaking. In addition, some instruments were also prepared for the action. The researcher also prepared interview guidelines to interview the teacher and the students after the actions.*

**Field Note 6**

**Waktu** : Senin, 21 April 2014  
**Tempat** : Kelas  
**R** : Researcher  
**ET** : English Teacher  
**S** : Students

Pada pertengahan pelajaran di pertemuan pertama ada beberapa S yang belum paham apa itu narrative text, segera R menjelaskan apa itu narrative text. Karena Narrative text belum di berikan pada pertemuan sebelumnya oleh ET. Jadi R di suruh oleh ET agar bisa mengajarkan Narrative text.

#### **Field Note 8**

**Waktu** : **Senin, 21 April 2014**  
**Tempat** : **Kelas**  
**R** : **Researcher**  
**ET** : **English Teacher**  
**S** : **Students**

Setelah selesai mengajar, R dan ET berdiskusi di lobi sekolah mengenai hasil pada pertemuan pertama siklus 1. R memminta pendapat ET mengeni proses pembelajaran. ET mengatakan bahwa para siswa masih kurang terlalu memperhatikan kegiatan pembelajaran yang disebabkan beberapa S ada yang tertidur dan berbicara sendiri. Hal ini menyebabkan siswa bosan.

Selain itu, ET juga menanyakan apakah pada pertemuan selanjutnya R akan menggunakan LCD sebagai media. R mengatakan tidak. Kemudian ET menanyakan kegiatan apa yang akan R berikan pada pertemuan kedua mendatang. R mengatakan masih tentang *narrative text* tetapi dengan topik yang berbeda

Setelah selesai berdiskusi, R berpamitan kepada ET. ET mempersilahkan. R berjabat tangan ET dan pulang.

#### **Field Note 9**

**Waktu** : **Kamis,24 April 2014**  
**Tempat** : **Kelas**  
**R** : **Researcher**  
**ET** : **English Teacher**  
**S** : **Students**

R sampai di sekolah pada pukul 07.00. hari ini adalah pertemuan kedua dari siklus pertama. Sebelum masuk kelas R menemui ET terlebih dahulu di ruang guru untuk berkonsultasi. ET memberitahukan bahwa pembelajaran bahasa Inggris di kelas VIII A pukul 07.30 sehingga R diminta untuk menunggu terlebih dahulu.

ET menanyakan gambar seri yang akan digunakan pada pembeljaran hari ini. R menunjukkan gambar tersebut dan menerangkan proses pembelajaran yang

kan dilakukan. Setelah selesai berkonsultasi, R meminta ijin untuk keluar dari ruang guru.

#### **Field Note 10**

**Waktu** : Kamis, 24 April 2014  
**Tempat** : Kelas  
**R** : Researcher  
**ET** : English Teacher  
**S** : Students

Pada pertemuan kedua R mengajarkan pronunciation. S mengaku kesulitan untuk berbicara bahasa Inggris karena ngomongnya susah. Tetapi walaupun mereka mengatakan susah tetapi mereka berantusias belajar pronunciation. Ketika R mengeluarkan seperangkat PS untuk mengajar, beberapa S merasa heran apa yang di bawa oleh R dan ingin segera melihat apa yang di bawa oleh R.

#### **Field Note 11**

**Waktu** : Kamis, 24 April 2014  
**Tempat** : Kelas  
**R** : Researcher  
**ET** : English Teacher  
**S** : Students

Setelah selesai melakukan penelitian pertemuan kedua siklus 1, R melakukan wawancara kepada S mengenai kegiatan pembelajaran selama ini karena siklus pertama telah selesai. R mewawancarai beberapa S saja untuk sampel. Wawancara dilakukan di ruang kelas VIII A setelah proses pembelajaran.

Berdasarkan hasil wawancara, S1 mengatakan bahwa pembelajaran dengan menggunakan gambar seri itu menyenangkan tetapi dia masih kesulitan dalam merangkai kata menjadi kalimat. Kemudian S2 mengatakan bahwa dengan menggunakan gambar seri, dia mendapat kosakata baru yang sebelumnya belum dia ketahui maknanya. Tetapi S2 masih mengalami kesulitan yang sama seperti yang dialami S1 yaitu sulit menggabungkan kata. Berbeda dengan S1 dan S2, S3 tidak mengalami kesulitan apapun. Tapi dia merasa gambar yang diberikan tidak terlalu jelas, sehingga susah memahami maksud cerita dalam gambar tersebut.

Setelah selesai wawancara, R mengucapkan terimakasih kepada S yang sudah berkenan untuk diwawancarai. R memepersilahkan S untuk meninggalkan ruang kelas dan pulang.

#### **Field Note 12**

**Waktu** : Kamis, 24 April 2014  
**Tempat** : Kelas  
**R** : Researcher  
**ET** : English Teacher  
**S** : Students

Setelah selesai melakukan wawancara dengan siswa, R menemui ET untuk meminta pendapat mengenai hasil pembelajaran siklus peratama untuk pertimbangan sebelum lanjut siklus kedua. R bertemu dang ET di Ruang Guru.

ET menjelaskan bahwa kemampuan berbicara siswa kelas VIII A sudah mulai meningkat, tetapi baru sebagian siswa saja. Selain itu, ET juga menyarankan kepada R untuk menyediakan gambar seri yang lebih jelas lagi untuk menghindari interpretasi yang berbeda antara satu siswa dengan yang lainnya. Siswa juga diharapkan punya kesempatan untuk berbicara yang lebih banyak selama proses pembelajaran.

Karena masih ada beberapa kekurangan dari siklus pertama, sehingga R bersama ET memutuskan untuk melanjutkan penelitian pada siklus kedua yang akan dilaksanakan pada tanggal 28April dan 1 Mei 2014. Media yang digunakan masih sama yaitu gambar seri dengan materi teks Narrative. R diminta untuk segera menyusun RPP dan membuat media pembelajaran yang sesuai.

R mengucapkan terima kasih atas saran yang diberikan ET. R berjabat tangan dengan ET dan R meminta ijin pulang.

#### **Field Note 13**

**Waktu** : Senin, 28 April 2014  
**Tempat** : Kelas  
**R** : Researcher  
**ET** : English Teacher  
**S** : Students

Hari ini R akan melanjutkan penelitian di siklus kedua. Sebelum memulai penelitian R menemui ET terlebih dahulu untuk mengkonsultasikan RPP dan media yang akan digunakan.

R menemui ET di ruang guru. R mengucapkan salam dan langsung menyerahkan RPP beserta media yang akan digunakan pada kegiatan pembelajaran di siklus kedua. ET menyetujui kegiatan pembelajaran yang akan diterapkan oleh R beserta medianya. Setelah selesai konsultasi, R keluar dari ruang guru dan menunggu di lobi sekolah karena pembelajaran bahasa Inggris di kelas VIII A baru dimulai pukul 07.30

#### Field Note 14

**Waktu** : Senin, 28 April 2014  
**Tempat** : Kelas  
**R** : Researcher  
**ET** : English Teacher  
**S** : Students

Pertemuan pertama dari siklus kedua selama 2 x 45 menit yaitu dari pukul 07.30-09.00. R masuk ruang kelas bersama ET pada pukul 07.30. ET langsung duduk di kursi belakang untuk mengamati pembelajaran. Berikut adalah catatan mengenai proses pembelajaran pada pertemuan pertama siklus 2.

*In the third meeting of the research, the focus was making the students understand the concept of the simple past tense orally. It was planned to build the students' knowledge about another type of the narrative texts namely fairytale. Some pictures of the characters in fairy tales were prepared. The aim was to enrich the students' vocabulary mastery. The researcher and the collaborator planned on re-explaining the concept of the simple past tense and giving worksheets. Furthermore, they also planned on encouraging the students to use the dictionaries correctly.*

*The focus of the fourth meeting was on the developing ideas. The first plan was checking the students' homework and giving feedback. The next one was giving the students the opportunity to finish and try to retell the story. It was also planned to encourage the students to use the dictionaries.*

**Field Note 15**

**Waktu** : **Senin, 28 April 2014**  
**Tempat** : **Kelas**  
**R** : **Researcher**  
**ET** : **English Teacher**  
**S** : **Students**

Pada pertemuan yang ketiga S menanyakan tentang Verb 2. Mereka masih ada yang kurang paham dengan verb 2 dan pemakaian past tense. Segera R menjelaskan kembali penggunaan past tense. ET membantu R menjelaskan penggunaan past tense kepada S agar pemahaman S cepat karena waktu yang terbatas.

**Field Note 16**

**Waktu** : **Kamis, 1 Mei 2014**  
**Tempat** : **Kelas**  
**R** : **Researcher**  
**ET** : **English Teacher**  
**S** : **Students**

Pada pertemuan keempat beberapa S masih bertanya bagaimana penggunaan past tense. R menjelaskan kembali, begitu juga dengan ET ikut membantu dari belakang kelas menjelaskan kepada S. Ada beberapa S yang tidak tahu arti atau tidak mengetahui bahasa inggrisnya, teman yang mengetahui segera membantunya.

**Field Note 17**

**Waktu** : **Selasa, 13 Mei 2014**  
**Tempat** : **Kelas**  
**R** : **Researcher**  
**ET** : **English Teacher**  
**S** : **Students**

Setelah selesai pengajaran, ET dan R mendiskusikan proses pembelajaran pertama dari siklus 2 di ruang guru. ET mengatakan bahwa peningkatan kemampuan bicara siswa kelas VIII A mulai terlihat lebih baik dari siklus pertama.

Setelah itu, ET dan R mendiskusikan kegiatan pembelajaran yang akan dilaksanakan pada pertemuan mendatang. Selain itu, ET juga menanyakan kapan

akan diadakan *post-test* dari penelitian ini. Dan akhirnya, ditentukan bahwa *post-test* dilakukan pada hari ini juga tanggal 13 Mei .

#### **Field Note 17**

**Waktu** : Selasa, 13 Mei 2014  
**Tempat** : Kelas  
**R** : Researcher  
**ET** : English Teacher  
**S** : Students

Hari ini adalah pertemuan terakhir. Sebelum memulai penelitian R menemui ET terlebih dahulu untuk mengkonsultasikan Post test yang akan dilaksanakan di kelas VIII A dan media yang akan digunakan.

R menemui ET di ruang guru. R mengucapkan salam dan menjelaskan kegiatan yang akan dilakukan pada kegiatan Post test. ET menyetujui kegiatan pembelajaran yang akan diterapkan oleh R beserta medianya.

#### **Field Note 18**

**Waktu** : Selasa, 13 Mei 2014  
**Tempat** : Kelas  
**R** : Researcher  
**ET** : English Teacher  
**S** : Students

Setelah selesai Post -test, R bertemu dengan beberapa S di mushola untuk wawancara. S mengatakan bahwa pembelajaran bahasa Inggris dengan menggunakan gambar seri mampu meningkatkan kemampuan berbicara bahasa Inggris S. Selain itu, motivasi S untuk berbicara juga meningkat.

Setelah selesai wawancara, R mengucapkan terima kasih kepada S yang telah berkenan untuk diwawancarai. R mempersilahkan S untuk pulang. Kemudian, S berpamitan dan mengucapkan salam.



**Field Note 19**

**Waktu** : Selasa, 13 Mei 2014  
**Tempat** : Kelas  
**R** : Researcher  
**ET** : English Teacher  
**S** : Students

R bertemu ET di Ruang Guru untuk melakukan wawancara mengenai peningkatan kemampuan bicara bahasa Inggris siswa setelah penerapan gambar seri sebagai media pembelajaran *speaking*. ET menjelaskan bahwa dengan menggunakan gambar seri sebagai media pembelajaran *speaking*, siswa menjadi lebih punya banyak ide untuk bercerita dan mudah untuk menyusun kata-katanya. Selain itu, mereka juga jadi lebih PD untuk maju ke depan kelas.

ET menyimpulkan bahwa penggunaan gambar seri sebagai media pembelajaran bisa meningkatkan kemampuan berbicara bahasa Inggris siswa kelas VIII A. Setelah selesai wawancara, R menyerahkan *softfile* media dan juga RPP yang digunakan selama kegiatan penelitian. Kemudian, R mohon pamit untuk pulang karena kepala sekolah tidak bisa di temui karena ada acara jadi R berpamitan kepada ET.

# **APPENDIX B**

# **INTERVIEW**

# **TRANSCRIPTS**

## INTERVIEW TRANSCRIPTS

### Interview 1

Selasa, 15 April 2014

**R : Researcher**

**ET : English Teacher**

R : Selamat pagi, Ibu.

ET : Selamat pagi, Mbak.

R : Sebelumnya terima kasih atas waktu yang Ibu berikan untuk saya wawancarai.

ET : Iya Mbak, sama-sama.

R : Langsung saja ya Bu. Menurut Ibu aspek dalam pembelajaran bahasa Inggris yang paling rendah dikuasai siswa itu apa Bu?

ET : Speaking, Mbak. Soalnya sebagian besar siswa kelas VIII masih susah kalau disuruh bicara bahasa Inggris di kelas.

R : Kelas VIII yang paling susah untuk pembelajaran speaking itu kelas mana Bu?

ET : Kelas VIII A, Mbak. Di kelas tersebut putra dan putrinya banyak ngomong tetapi kalau di suruh speaking mereka susah sekali.

R : Menurut Ibu penyebab siswa seperti itu kenapa?

ET : Kalau menurut saya ada beberapa faktor yang menyebabkan siswa kesulitan dalam berbicara bahasa Inggris. Diantaranya kurangnya kosa kata, kurang keberanian untuk maju di depan kelas, grammar yang belum dikuasai, serta kurangnya antusias anak dalam kegiatan pembelajaran.

R : Oh, begitu Bu. Terus metode yang ibu gunakan saat pembelajaran speaking itu apa?

ET : Audio learning, Mbak. Mereka lebih sering mendengarkan gurunya menjelaskan pelajaran di depan daripada speaking.

R : Oh, ya sudah Ibu. Sekali lagi terima kasih banyak waktu yang Ibu berikan.

ET : Iya Mbak, sama-sama.

R : Oh ya, Bu. Saya boleh Tanya-tanya sama beberapa siswa kelas VIII A tentang pembelajaran bahasa Inggris?

ET : Iya, Mbak boleh silahkan mbak.

R : Iya, Bu. Terima kasih.

ET : Mbaknya butuh berapa siswa untuk diwawancara?

R : Dua atau tiga saja, Bu.

## **Interview 2**

**Selasa, 15 April 2014**

**R : Researcher**

**S1/S2 : Ana, Novi**

R: Gimana tadi susah gak ngomongnya?

S1: Iya miss susah.

R: Susahnya gimana?

S2 :Ya kita gak tau apa yang harus diomongin, membahasa- inggriskannya susah miss.

R: Oh masalah vocabnya ya?

S1 : Iya miss, kita nggak tau banyak vocab

R: Oh gitu,, selain vocab apa lagi ?

S2: Malu miss mau ngomong, diliatin sama temen-temen.

R: Loh, kenapa malu? Kan mereka temen-temen kalian?

S2: Ya malu aja miss kalo gak bisa ngomong bahasa inggris

R: Kenapa harus malu kan kita masih belajar

S1/S2: Iya si miss

## **Interview 3**

**Selasa, 15 April 2014**

**R : Researcher**

**S : Anza**

R : Apakah kamu suka pelajaran Bahasa Inggris?

S : Iya.

R : Kenapa waktu guru bertanya, kamu diem? Apa kamu malu?

S : Iya, Miss. Saya takut salah.

R : Terus kalau guru meminta relawan untuk berbicara di depan kelas, kamu mau ga?

S : Gak mau, Miss.

- R : Kemudian, kamu suka teknik menghafal dalam kegiatan speaking?  
Susah ga sih?
- S : Iya, susah karena saya ga tau artinya dan bisa lupa teksnya.

#### **Interview 4**

**Selasa, 15 April 2014**

- R : Researcher**  
**S : Fajar**

- R : Kamu suka berbicara Bahasa Inggris ga?
- S : Biasa saja.
- R : Kenapa?
- S : Susah ngapalinnya, Miss.
- R : Menurut kamu susahnya berbicara dalam Bahasa Inggris apa sih?
- S : Susah kelancarannya dan kosa kata.

#### **Interview 5**

**Rabu, 16 April 2014**

- R : Researcher**  
**S : Furqon**

- R : Dek, kok kemaren diem aja waktu di kelas. Memangnya kenapa?
- S : Malu ngomong pake bahasa Inggris, Miss.
- R : Lho kenapa?
- S : Takut salah, Miss. Hehe
- R : Memangnya kalau bikin kesalahan kenapa?
- S : Nanti diketawain sama temen-temen.

#### **Interview 6**

**Rabu, 16 April 2014**

- R : Researcher**  
**ET : English Teacher**

- R : Menurut Ibu, apakah pembelajaran speaking dengan menggunakan media gambar seri membantu kemampuan bicara anak?

ET : Iya, Mbak. Dengan menggunakan gambar seri anak jadi lebih punya banyak ide untuk bercerita dan mudah untuk menyusun kata-katanya. Apalagi itu kan sudah berurutan ya , jadi kalau ada cerita narrative yang anak pernah dengar tau baca itu akan sangat membantu sekali dalam mengingatnya. Selain itu, anak juga jadi lebih PD untuk maju ke depan kelas.

### **Interview 7**

**Senin, 21 April 2014**

**R : Researcher**

**S1/S2 : Nisa/Ana**

R : Gimana tadi pelajarannya, bisa?

S1 : Bisa miss, jelas

S2 : Aku jugabisa miss, miss suaranya keras jadi kita bisa denger denngan jelas dan mengikuti dengan baik

R : O gituya, tapi paham kan apa yang miss sampaikan

S1 : Ya miss, paham.

S2 : Ya miss aku paham kok.

R : Ada yang susah gak ?

S2 : Itu miss, tadi yang vocab itu miss, susah ngomongnya

S1 : Iya miss, pronunciationny , soalnya kita kan gak biasa ngomong pake bahasa inggris.

R : Ya, tapi kalian seneng kan ?.

S1 : Iya miss, besok yang ngajar miss lagi ya.

R : Insya Allah untuk beberapa pertemuan saya masih mengajar di sini.

S2 : Ya sip.

R : Terima kasih ya untuk waktunya.

S1 and S2 : Sama-sama miss.

### **Interview 8**

**Kamis, 24 April 2014**

**R : Researcher**

**S1/S2 : Fajar/Furqon**

R : Hai, lagi pada ngapain?

- S1 : Hehe, aku lagi nulis diary miss.  
 S2 : Itu Novi lagi jatuh cinta miss.  
 S1 : Enggak ya.  
 R : Iya juga gak papa.  
 S1 : Malu miss.  
 R : Gak papa biasa aja ya, mau tanya-tanya boleh  
 S1&S2 : Oke mis.  
 R : Tadi gimana seneng ga belajarnyaS1: Aku seneng miss. (I'm happy miss)  
 S2 : Aku juga seneng mis  
 R : Alhamdulillah, tapi tadi susah gak coba buat kalimat buat di omongin?  
 S2 : Susahnya karena kita gak tahu banyak vocab aja si miss, gambarnya jelas  
  
 S1 : Iya miss, kita bisa tau apa yang mau kita omongin dengan melihat gambar itu walaupun kita gak tau critanya.  
 R : O gitu ,masalahnya karena vocabnya aja kan ya, e tapi kalian gak malu lagi kan.  
 S1 : Sebenarnya si malu miss.  
 S2 : Iya miss, tapi gak papa.  
 R : Oke, makasih ya, besok kita belajar lagi, sampai jumpa.  
 S1 &S2: Sampai jumpa miss.

### **Interview 9**

**Kamis, 24 April 2014**

**R : Researcher**  
**T : Teacher**

- R: Siang Miss.  
 T :Siang mbak , gimana?  
 R : Iya bu, tadi gimna menurut ibu pembelajaran di kelas?  
 T : Mereka kelihatannya lebih cepat paham ya mbak.  
 R : Iya bu, tadi saya sedikit berbincang-bincang sama 2 orang, katanya kendala mereka ada di vocab  
 T : Iya mbak, mereka agak susah menghafal. Mungkin juga karena di pondok banyak kegiatan.  
 R : Iya nggak papa bu, dicoba dulu sedikit-sedikit.  
 T : Iya mbak.  
  
 R : Jadi action yang tadi bisa dikatakan lumayan berhasil ya Bu

- T : Iya Mbak, ada kemajuan yang cukup bagus tadi, walaupun mereka masih sangat kurang di vocabnya, mereka sudah berani untuk say something.
- R : Iya bu. Jika dibandingkan dengan pretest, sudah agak meningkat, Karena waktu pretest mereka benar-benar tidak bisa ngomong apa-apa
- R : Ya sudah bu, terima kasih. Sampai bertemu di pertemuan selanjutnya.
- T : Iya mbak, sama-sama.

### **Interview 10**

**Senin, 28 April 2014**

**R : Researcher**  
**S : Ana**

- R : Gimana ?ada kendala?
- S : Bisa miss
- R : .....bisa kan nyari verb 2 nya ?
- S3 : iya miss, aku bisa.

### **Interview 11**

**Senin, 28 April 2014**

**R : Researcher**  
**S : Dania**

- R : Hai anisa, lagi ngapain? Gak istirahat
- S : Hai miss, ini lagi istirahat di kelas, aku lagi puasa miss
- R : Wah kamu hebat.
- S : Terima kasih Miss
- R : Iya sama-sama, e mau tanya sebelumnya Nisa pernah belajar past tense?.



- S : Sudah miss, tapi gak paham.
- R : Sekarang? gimana?
- S : Sekarang aku bisa miss, makasi ya.
- T : Alhamdulillah deh, sama-sama. Makasih juga waktunya ya.
- S : Ya miss, sama-sama.

**Interview 12**  
**Senin, 28 April 2014**

- R : Researcher**  
**T : Teacher**  
 T : Alhamdulillah ya mbak mereka sudah bisa past tense
- R : Iya bu, Alhamdulillah.
- T : Biasanya mereka itu susah kalo di suruh bawa kamus sama ngerjain tugas mbak, ini Alhamdulillah mau ya.)
- R : Iya bu Alhamdulillah.

**Interview 13**  
**Kamis, 13 Mei 2014**

- R : Researcher**  
**S1/S2 : Ana, Novi**
- R : Hi, aku udah selesai.
- S1 : Berarati besok udah gak ngajar lagi ya miss.
- R : Enggak, udah selesai.
- S2 : Miss aja yang ngajar disini, kita seneng miss yang ngajar kita.
- R : Hehe kapan-kapan lagi ya, e gimana bisa kan tadi ya retell story Cinderella nya.

- S1 : Iya bisa miss, kita si agak lupa gimana ceritanya tapi karena ada urutanya kita jadi inget lagi.
- S2 : Iya miss, enak belajar kayak gitu
- R :Iya deh, makasih,besok kapan-kapan aku kesini lagi.
- S2 : Bener ya miss kita tunggu lho.
- R : Iya insyaAllah.

**Interview 14**  
**Kamis, 13 Mei 2014**

**R : Researcher**  
**T :Teacher**

- R : Gimana bu perkembangan anak- anak ?
- T : .....semuanya mbak, pronounciationya juga meningkat, siswa memperlihatkan peningkatan ketika saya lihat mereka mengerjakan tugas mereka dengan aktif hari ini dan pertemuan sebleumnya.
- R : Kalau menurut ibu proses untuk retelling storynya gimana?
- T : menurut saya vocab, fluency and accuracynya meningkat mbak, mungkin di grammarnya yang masih perlu bimbingan dari guru
- R : Berarti berhasil ya bu ? tapi mereka sepertinya suka berdiskusi ya bu
- T : Iya mbak, selamambak , mereka memang suka berdiskusi.

# **APPENDIX C**

## **COURSE GRIDS**

### COURSE GRID

School : MTs Wahid Hasyim Yogyakarta

Grade : VIII

Subject : English

Semester : 2

Standard Competency: 10. Expressing short functional text recount and narrative in the context of daily life.

Basic Competency	Materials	Teaching-Learning Activities	Indicators	Evaluation			Time allocation	Sources
				Techniques	Instruments	The examples of instruments		
10.1 Expressing meaning in the short functional text by accuracy, fluency in the context of daily life	<ul style="list-style-type: none"> <li>The Narrative text</li> </ul> <p><b>. <i>Little Red Riding Hood</i></b> Little Red Riding Hood lived in a wood with her mother. She was young and brave. One day little red riding hood</p>	<ul style="list-style-type: none"> <li><b>Opening Activities:</b> <ol style="list-style-type: none"> <li>Teacher greets the students.</li> <li>Teacher leads the prayer.</li> <li>Teacher asks the students'</li> </ol> </li> </ul>	<p>(1) Students are able to implement their past experience or past event in spoken language using Recount text.</p> <p>(2) Students</p>				4 x 40 minutes	<p><i>Scaffolding English for Junior High School Grade VIII, Joko Priyono, dkk; Pusat Perbukuan, Jakarta</i></p> <p><i>LKS Bahasa Inggris Terampil</i></p>

	<p>went to see her grandmother. Because it's long time they hadn't met each other. She had some fruits in her basket. On her way, little red riding met a wolf. "Hello, lady" said the wolf. "Where are you going?" "I'm going to see my grandmother. She lives in a house behind those trees." The wolf ran to granny's house. He knocked the door "Knock! Knock!</p>	<p>condition.</p> <p>4) Teacher checks students' attendance.</p> <p>5) Teacher explains the learning goals.</p> <p>6) Teacher mentions the steps of learning in this meeting.</p> <p>• <b>Main Activities</b></p> <p><b>Presentation</b></p> <p>1) The teacher distributes the example of a narrative text to the students entitled "<i>The</i></p>	<p>are able to ask and answer questions about a recount text orally.</p> <p>(3) Students are able to tell short monologue story in the form of Recount text orally.</p> <p>(4) Students are able to retell the story by using the picture series</p>	Oral test	Repeating the teacher's pronunciation	Attached		<i>untuk SMP kelas VIII</i>
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	<p>Knock!” “Yes, who is it?”</p> <p>Granny asked. “I’m your new neighbor. I’m bringing some food for you” said the wolf. “OK. Wait a minute, please!”</p> <p>Granny opened the door. When the door opened, the wolf caught granny and ate her up. After that he got into granny’s bed. A little time later, little red riding hood reached the house. She looked at the wolf. “Granny,</p>	<p><i>little red riding hood</i>”</p> <p>2) The teacher gives the list of difficult words found in the text and the way to pronounce them.</p> <p>3) The teacher gives example of how to pronounce the difficult words.</p> <p>4) The teacher asks the students to read the text aloud using correct pronunciation.</p> <p>5) The teacher asks some questions about</p>		<p>Oral test</p> <p>Oral test</p>	<p>Reading a loud the text given by the teacher</p> <p>Answering questions related to the text</p>	<p>Attached</p> <p>Attached</p>		
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	<p>what big eyes you have!”</p> <p>“All the better to see you with!” said the wolf. “Granny, what big ears you have!”</p> <p>“All the better to hear you with!” said the wolf. “Granny, what big nose you have!”</p> <p>“All the better to smell you with!” said the wolf. “Granny, what big teeth you have!”</p> <p>“All the better to eat you with!” shouted the wolf. A woodcutter was in the wood. He heard a loud</p>	<p>information found in the text.</p> <p><b>Practice</b></p> <ol style="list-style-type: none"> <li>1) The teacher asks the students to work in pairs.</li> <li>2) The teacher asks the students to ask to friends beside them about their ideas or their opinion about the picture series given by the teacher.</li> <li>3) The teacher asks the students to listen their friends’ story</li> </ol>		<p>Oral test</p>	<p>Asking and answering questions giving by friend</p> <p>Listening the friend’s story</p>	<p>Attached</p> <p>Attached</p>		
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	<p>scream “Aaaargh!” “What the hell is that?” said the woodcutter. Then, he ran to the house and found a wolf would eat the little red riding hood. The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted – Granny jumped out. “Oh, my granddaughter. I’m free!” said Granny. The wolf ran away, and little red</p>	<p><b>Production</b></p> <p>1) The teacher asks the students to make groups of three.</p> <p>2) The teacher asks each group to make a group to tell the story which are used picture series.</p> <p>3) The teacher asks the students to retelling the story in the front of the class</p>		<p>Written test</p> <p>Oral text</p>	<p>Telling a story</p>	<p>Attached</p> <p>Attached</p>		
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	riding hood never saw the wolf again.	<ul style="list-style-type: none"> <li>• <b>Closing Activities</b></li> <li>1) Teacher asks the students' difficulties during the teaching and learning process.</li> <li>2) Teacher discusses the students' difficulties found.</li> <li>3) Teacher summarizes the material have been learnt.</li> <li>4) Teacher mentions the next material will be taught.</li> <li>5) Teacher ends</li> </ul>						
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		the lesson by praying						
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COURSE GRID

School : MTs Wahid Hasyim Yogyakarta

Grade : VIII

Subject : English

Semester : 2

Standard Competency: 10. Expressing short functional text recount and narrative in the context of daily life.

Basic Competency	Materials	Teaching-Learning Activities	Indicators	Evaluation			Time allocation	Sources
				Techniques	Instruments	The examples of instruments		
10.1 Expressing meaning in the short functional text by accuracy, fluency in the context of daily life	<ul style="list-style-type: none"> <li>The Narrative text “<i>Beauty and the Beast</i> “. Once upon a time, there was a girl named Beauty. She lived with her father and her sisters in a small village. Beauty was a beautiful girl.</li> </ul>	<ul style="list-style-type: none"> <li><b>Opening Activities:</b> <ol style="list-style-type: none"> <li>Teacher greets the students.</li> <li>Teacher leads the prayer.</li> <li>Teacher asks the students’ condition.</li> </ol> </li> </ul>	<p>(1) Students are able to implement their past experience or past event in spoken language using Recount text.</p> <p>(2) Students are able to ask and</p>				4 x 445 minutes	<p><i>Scaffolding English for Junior High School Grade VIII, Joko Priyono, dkk; Pusat Perbukuan, Jakarta</i></p> <p><i>LKS Bahasa Inggris Terampil</i></p>

	<p>She was also hard-working. She always helped her father on the farm. One day, her father set out for the city. He saw an old castle and went in. No-one was in but there was food on the table. Then he walked around the castle. He picked a rose from garden for Beauty. Suddenly an angry Beast appeared. He wanted to kill Beauty's father unless Beauty was brought to him. Beauty's father told her daughters what had happened. Beauty's</p>	<p>10) Teacher checks students' attendance. 11) Teacher explains the learning goals. 12) Teacher mentions the steps of learning in this meeting.</p> <p>• <b>Main Activities</b> <b>Presentation</b> 6) The teacher distributes a set of picture series to the students entitled "<i>Beauty and the Beast</i>"</p>	<p>answer questions about a recount text orally.</p> <p>(3) Students are able to tell short monologue story in the form of Recount text orally.</p> <p>(4) Students are able to retell the story by using the picture series</p>	Oral test	Repeating the teacher's pronunciation	Attached		<i>untuk SMP kelas VIII</i>
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	<p>sisters ordered her to see the Beast. Beauty went to see the Beast and had to stay at the castle. She felt scared, lonely and sad. She tried to run away but was stopped by the Beast. The Beast treated Beauty well. Soon, Beauty began to like the Beast.</p> <p>One day, through the Beast's magic mirror, Beauty saw that her father was sick. The Beast allowed her to go home. Her father was happy to see her.</p> <p>One night, Beauty had a dream. A fairy told her that</p>	<p>7) The teacher gives the list of difficult words found in the text and the way to pronounce them.</p>						
		<p>8) The teacher gives example of how to pronounce the difficult words.</p>		Oral test	Reading a loud the text given by the teacher	Attached		
		<p>9) The teacher asks the students to read the text aloud using correct pronunciation.</p>		Oral test	Answering questions related to the text	Attached		
		<p>10) The teacher explains the use of past tense</p> <p><b>Practice</b></p>		Oral test	Asking and	Attached		

	<p>the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell onto the Beast. Suddenly, the Beast changed into handsome prince. Beauty and the Beast got married and lived happily ever after.</p>	<p>4) The teacher asks the students to work in pairs.</p> <p>5) The teacher asks the students to use the past tense</p> <p>6) The teacher asks the students to ask to friends beside them about their ideas or their opinion about the picture series given by the teacher.</p> <p>7) The teacher asks the students to listen their</p>			<p>answering questions giving by friend</p> <p>Listening the friend's story</p>	<p>Attached</p> <p>Attached</p>		
--	---	---	--	--	---	---------------------------------	--	--

		<p>friends' story</p> <p><b>Production</b></p> <p>4) The teacher asks the students to make groups of three.</p> <p>5) The teacher asks each group to make a group to tell the story which are used picture series.</p> <p>6) The teacher asks the students to retelling the story in the front of the class</p>		Oral text	Telling a story	Attached		
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		<ul style="list-style-type: none"> <li>• <b>Closing Activities</b></li> </ul> <p>6) Teacher asks the students' difficulties during the teaching and learning process.</p> <p>7) Teacher discusses the students' difficulties found.</p> <p>8) Teacher summarizes the material have been learnt.</p> <p>9) Teacher mentions the next material will be taught.</p> <p>10) Teacher</p>						
--	--	---	--	--	--	--	--	--



		ends lesson praying	the by						
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# **APPENDIX D**

## **LESSON PLANS**

## LESSON PLAN 1

School : Mts Wahid Hasyim Yogyakarta

Grade/Semester: VIII /2

Subject : English

Text Type : Transactional and Interpersonal

Topic : Narrative text

Language Skill: Speaking

Time Allocation: 2 x 45 minutes

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### A. STANDARD OF COMPETENCE

Speaking

10. Expressing short functional text recount and narrative in the context of daily life.

### B. BASIC COMPETENCE

10.1 Expressing meaning in the short functional text by accuracy, fluency in the context of daily life .

### C. INDICATORS

Students are able to:

1. Identify the narrative text
2. Pronounce the words correctly
3. Use the accurate words in retelling the narrative text
4. Retell the narrative text by using picture series

### D. OBJECTIVES

In the end of the lesson, students are expected to be able to retell the narrative text based on picture series by using their improvement.

## E. MATERIALS

### 1. Vocabularies:

Words	Pronunciation
Beautiful (Adj)	/ bju: .tɪ.f l/
Prince (N)	/prɪn t s/
Princess (N)	/PR N SES/
Handsome (adj)	/ hæ.n.s m/
Meet (V)	/mi: t/
Witch (N)	/wɪtʃ/
Dwarf (N)	/dw : f/
Happily (Adv)	/ HÆP. .lɪ/

### 2. Generic structure of narrative text :

- a. Orientation (background information about who, what, where, and when)
- b. Sequence of event ( retells the events in the order which they happened)
- c. Reorientation ( states the writer personal comments about the story)

### 3. Language focus :

1. The use of simple past tense



- She *lived* in the forest
- He *met* the seven dwarfs

#### **F. MEDIA**

- LCD projector
- Picture series
- Laptop

#### **G. TEACHING AND LEARNING METHOD**

- PPP (Presentation, Practice and Production)

#### **H. TEACHING-LEARNING ACTIVITIES**

##### ➤ Opening Activities

1. Teacher greets the students.
2. Teacher checks the students' attendance.
3. Teacher prepares the class condition.
4. Lead in: teacher gives the students apperception to attract their attention.

##### ➤ Main Activities

1. Presentation
  - Teacher explain what is the narrative text
  - Teacher explain the general structure of narrative text
  - The students pronounce some words and find their Indonesian equivalents in
  - Teacher explain the use of past tense
2. Practice

- Teacher asks the students to complete the blank space by using past tense in narrative text
  - Teacher asks the students to work in pair and then they retell the story which have been prepared by teacher
3. Production
- Teacher asks the students to work in group contain of 4 students and then they try to retell the story in the small group

## **I. SOURCES**

1. BSE books
2. Oxford University Press

## **J. ASSESMENTNS**

<b>No</b>	<b>Aspects</b>	<b>Range of Score</b>	<b>Score</b>
1	Pronunciation (Speaking with quite rare errors pronunciation, good accent)	Excellence Good Enough Poor	4 3 2 1
2	Fluency (Speaking at normal speed, without hesitation, too many stops and pauses, oneself correction and the smooth use of)	Excellence Good Enough Poor	4 3 2 1
3	Vocabulary (Rich of vocabularies, idioms, either in formal or informal conversations, can understand the conversation)	Excellence Good Enough Poor	4 3 2 1

4	Grammar (Good control of grammar, what they say can be understood by others)	Excellence	4
		Good	3
		Enough	2
		Poor	1
5	Comprehension (Understand any conversation context without repetition, slowed speech, or paraphrase)	Excellence	4
		Good	3
		Enough	2
		Poor	1
Total Score 5x4= 20			

(Adapted from: Brown, 2004, 172-173)

Yogyakarta, 9 April 2014

Approved by,

English Teacher

Researcher

Tarsiyatul S.Pd

NIP

Zida Malichah

NIM. 10202241010

## SPEAKING

### Task 1.

*Below are some words you are going to find in Task 2. Find their Indonesian equivalents in the dictionary and then repeat after your tutor.*

Words	Pronunciation	Indonesian equivalent
Beautiful (Adj)	/ bju: .tɪ.f l/	
Prince (N)	/prɪn t s/	
Princess (N)	/PR N SES/	
Handsome (adj)	/ hæ.n.s m/	
Meet (V)	/mi: t/	
Witch (N)	/wɪtʃ/	
Beast (N)	/dw : f/	
Happily (Adv)	/ HÆP. .lɪ/	

### Task 2

*Teacher will give you a story about beauty and the beast. Read and try to identify the generic structure of the text*

### Beauty and the Beast

Once upon a time, there was a girl named Beauty. She lived with her father and her sisters in a small village.

Beauty was a beautiful girl. She was also hard-working. She always helped her father on the farm.

One day, her father set out for the city. He saw an old castle and went in. No-one was in but there was food on the table. Then he walked around the castle. He picked a rose from garden for Beauty. Suddenly an angry Beast appeared. He wanted to kill Beauty's father unless Beauty was brought to him.

Beauty's father told her daughters what had happened. Beauty's



sisters ordered her to see the Beast.

Beauty went to see the Beast and had to stay at the castle. She felt scared, lonely and sad. She tried to run away but was stopped by the Beast. The Beast treated Beauty well. Soon, Beauty began to like the Beast.

One day, through the Beast's magic mirror, Beauty saw that her father was sick. The Beast allowed her to go home. Her father was happy to see her.

One night, Beauty had a dream. A fairy told her that the Beast was sick.

Beauty hurried back and saw the Beast dying. She began to cry. Tears fell onto the Beast. Suddenly, the Beast changed into handsome prince.

Beauty and the Beast got married and lived happily ever after.

*Task 3.*

*Answer the question below orally*

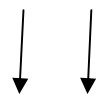
1. Who's the name of the girl?
2. What she picked from the castle?
3. Why the beast let beauties go home?
4. Why the beast changed into handsome prince?

*Task 4.*

*Read and study past tense below*

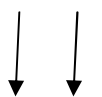
S + Verb 2

*She lived* with her father and her sister



S   Verb 2 .....

*He saw* an old castle



S   Verb 2 .....

*Task 5**Fill in the blank space with the right verb.*

1. He \_\_\_\_\_ (see) the beautiful princess
2. She \_\_\_\_\_ (is) a kind woman
3. The stepmother \_\_\_\_\_ (hate) him very much
4. He \_\_\_\_\_ (want) to kill the prince
5. The witch \_\_\_\_\_ (give) the apple to the princess
6. They \_\_\_\_\_ (go) to the forest
7. Snow white \_\_\_\_\_ (finish) her work hardly
8. She \_\_\_\_\_ (stay) in the middle of the forest
9. The prince \_\_\_\_\_ (Call) the princess loudly
10. The prince \_\_\_\_\_ (fight) the witch to save the princess

*Task6**in a group of 4 try to retelling the story orally after you read the simple story based on the card you have got*

a.

Story about Malin  
Kundang

b.

Story about Cindereela

c.

Story about the  
sleeping beauty

## LESSON PLAN 2

School : Mts Wahid Hasyim Yogyakarta

Grade/Semester: VIII /2

Subject : English

Text Type : Transactional and Interpersonal

Topic : Narrative text

Language Skill: Speaking

Time Allocation: 2 x 45 minutes

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### A. STANDARD OF COMPETENCE

Speaking

10. Expressing short functional text recount and narrative in the context of daily life

### B. BASIC COMPETENCE

10.1 Expressing meaning in the short functional text by accuracy, fluency in the context of daily life .

### C. INDICATORS

Students are able to:

5. Identify the narrative text
6. Pronounce the words correctly
7. Use accurate or clear words in retelling the narrative text
8. Retell the narrative text by using picture series.

### D. OBJECTIVES

In the end of the lesson, students are expected to be able to retell the narrative text based on picture series by using their improvement.

## E. MATERIALS

### 1. Vocabularies :

Words	Pronunciation
Little (adj)	/ lɪt.l/
wolf (N)	/wɒlf/
House (N)	/haʊs/
Smell (V)	/smel/
Met (V)	/met/
Open (adj))	/ ʊ.p n/
Scream (V)	/skri m/
Head (N)	/hed/

### 2. Words showing time order

- A year ago ....
- Long time ago ...
- After a long time
- After that
- By now
- At present
- Next
- Now
- Often
- Occasionally
- Once
- First
- During
- Earlier
- Frequently
- Second
- Lastly
- Finally

**F. MEDIA**

- LCD projector
- Picture series
- Laptop

**G. TEACHING AND LEARNING METHOD**

- PPP (Presentation, Practice and Production)

**H. TEACHING-LEARNING ACTIVITIES**

## ➤ Opening Activities

5. Teacher greets the students.
6. Teacher checks the students' attendance.
7. Teacher prepares the class condition.
8. Lead in: teacher gives the students apperception to attract their attention.

## ➤ Main Activities

## 4. Presentation

- Teacher review what is the narrative text
- Teacher review the general structure of narrative text
- The students pronounce some words and find their Indonesian equivalents in
- Teacher review the use of past tense
- Teacher explain the use of showing time order

## 5. Practice

- Teacher asks the students to answer the questions
- Teacher asks the students to identify the generic structure of narrative text
- Teacher asks the students to find the simple past tense on the text

## 6. Production

- Teacher asks the students to retelling the story by using picture series

## I. SOURCES

5. BSE books
6. Oxford University Press
7. Story nory

## J. ASSESMENTS

No	Aspects	Range of Score	Score
1	Pronunciation (Speaking with quite rare errors pronunciation, good accent)	Excellence	4
		Good	3
		Enough	2
		Poor	1
2	Fluency (Speaking at normal speed, without hesitation, too many stops and pauses, oneself correction and the smooth use of)	Excellence	4
		Good	3
		Enough	2
		Poor	1
3	Vocabulary (Rich of vocabularies, idioms, either in formal or informal conversations, can understand the conversation)	Excellence	4
		Good	3
		Enough	2
		Poor	1
4	Grammar (Good control of grammar, what they say can be understood by others)	Excellence	4
		Good	3
		Enough	2
		Poor	1
5	Comprehension (Understand any conversation context without repetition, slowed speech, or paraphrase)	Excellence	4
		Good	3
		Enough	2
		Poor	1

Total Score 5x4= 20
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(Adapted from: Brown, 2004, 172-173)

Yogyakarta, 9 April 2014

Approved by,

English Teacher

Researcher

Tarsiyatul

NIP

Zida Malichah

NIM. 10202241010

## **SPEAKING**

*Task1.*

*Read the story below.*

### ***Little Red Riding Hood***

Little Red Riding Hood lived in a wood with her mother. She was young and brave. One day little red riding hood went to see her grandmother. Because it's long time they hadn't met each other. She had some fruits in her basket. On her way, little red riding met a wolf. "Hello, lady" said the wolf. "Where are you going?" "I'm going to see my grandmother. She lives in a house behind those trees." The wolf ran to granny's house. He knocked the door "Knock! Knock! Knock!" "Yes, who is it?" Granny asked. "I'm your new neighbor. I'm bringing some food for you" said the wolf. "OK. Wait a minute, please!" Granny opened the door. When the door opened, the wolf caught granny and ate her up. After that he got into granny's bed. A little time later, little red riding hood reached the house. She looked at the wolf. "Granny, what big eyes you have!" "All the better to see you with!" said the wolf. "Granny, what big ears you have!" "All the better to hear you with!" said the wolf. "Granny, what big nose you have!" "All the better to smell you with!" said the wolf. "Granny, what big teeth you have!" "All the better to eat you with!" shouted the wolf. A woodcutter was in the wood. He heard a loud scream "Aaaargh!" "What the hell is that?" said the woodcutter. Then, he ran to the house and found



a wolf would eat the little red riding hood. The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted – Granny jumped out. “Oh, my granddaughter. I’m free!” said Granny. The wolf ran away, and little red riding hood never saw the wolf again.

*Task2.*

*Read the story about and answer the questions below.*

1. Where is little red riding hood lives?
2. Why are the little red riding hood want to see her grandmother?
3. Where is the grandmother life?
4. What the wolf do after herd that little red riding hood want to see her grandmother?
5. Why the wolf undercover of the little red riding hood?
6. What the characteristics of the wolf?
7. What the characteristics of the little red riding hood?
8. Who saved the little red riding hood?

*Task3.*

*Identify the generic structure of the narrative text above.*

*Task4.*

*Find 10 sentences which is used simple past tense on the narrative text above.*

*Task 5.pronounce the words correctly and Find their Indonesian equivalents in the dictionary and then repeat after your tutor.*

Words	Pronunciation	Indonesian equivalent
Little (adj)	/ lɪt.l/	
wolf (N)	/wɒlf/	
House (N)	/haʊs/	
Smell (V)	/smel/	
Met (V)	/met/	
Open (adj))	/ ʊ.p n/	
Scream (V)	/skri m/	
Head (N)	/hed/	

*Task6.*

*Try to retell the story by using picture series*

# **APPENDIX E**

## **INTERVIEW**

### **GUIDELINES**

## **Interview Guidelines**

### **A. Before the Action**

1. For the teacher
  - a. Apa pendapat Ibu mengenai pembelajaran bahasa Inggris di MTs Wahid Hasyim?
  - b. Bagaimana kemampuan speaking siswa kelas VIII?
  - c. Apakah selama proses kegiatan belajar mengajar siswa aktif bertanya kepada guru?
  - d. Apakah selama proses kegiatan belajar mengajar siswa berani menyampaikan pendapat dan ide mereka?
  - e. Apakah selama proses kegiatan belajar mengajar siswa berani menjawab pertanyaan guru? Jika Mereka berani apakah itu karena ditunjuk atau secara sukarela?
  - f. Kesulitan apa saja yang Ibu temukan selama mengajar bahasa Inggris, khususnya Speaking skill?
  - g. Metode pembelajaran seperti apa yang biasa Ibu gunakan dalam proses pembelajaran bahasa Inggris, khususnya Speaking skill? Mengapa?
2. For the students
  - a. Apakah kalian suka mata pelajaran bahasa Inggris? Mengapa?
  - b. Apakah kalian suka berbicara dalam bahasa Inggris? Mengapa?
  - c. Apakah kalian suka dengan aktivitas pembelajaran speaking di kelas? Mengapa?
  - d. Kesulitan apa saja yang kalian temukan saat kegiatan speaking?
  - e. Menurut kalian kegiatan pembelajaran yang seperti apa yang bisa membantu kalian untuk meningkatkan kemampuan speaking?

### **B. After the Action**

1. For the teacher
  - a. Bagaimana pendapat Ibu mengenai pembelajaran yang baru saja berlangsung?
  - b. Bagaimana dengan aktivitas-aktivitasnya, apakah sudah mendorong siswa untuk aktif?
  - c. Menurut Ibu, apakah aktivitas speaking dengan menggunakan gambar seri sebagai media berhasil membuat siswa aktif berpartisipasi (aktif bertanya, aktif menjawab, berani menyampaikan pendapat)? Mengapa?
  - d. Apakah sudah ada interaksi antara guru dengan siswa dan siswa dengan siswa lainnya?
  - e. Apakah terdapat kendala dalam penggunaan gambar seri dalam kegiatan belajar mengajar?

- f. Bagaimana sebaiknya, apakah aktivitas pembelajaran seperti yang tadi diterapkan dilanjutkan atau diganti dengan aktivitas lain?
- g. Apa saran Ibu untuk pembelajaran selanjutnya?

2. For the students

- a. Bagaimana kegiatan di kelas tadi, menyenangkan atau tidak? Mengapa?
- b. Apakah kalian senang dengan aktivitas pembelajaran speaking dengan menggunakan gambar seri? Mengapa?
- c. Dengan menggunakan media gambar seri, apakah bisa membuat kalian berani mengungkapkan alur cerita narrative text di kelas?
- d. Dengan menggunakan media gambar seri, apakah bisa membuat kalian berani berbicara di depan kelas?
- e. Dengan menggunakan media gambar seri, apakah bisa membuat kalian mudah memahami teks yang diberikan guru?
- f. Dengan menggunakan media gambar seri, apakah bisa membuat kalian mudah membuat sebuah teks dan menceritakan kembali di depan kelas?
- g. Menurut kalian apakah ada yang kurang dalam aktivitas tadi?

# **APPENDIX F**

## **OBSERVATION**

### **TEACHERS'**

### **ACTIVITIES**

**Observation Sheet of Teachers' Activities in the Teaching and Learning  
Process of Speaking through the use of Picture Series**

**Day/Date:**

**Meeting:**

**Topic :**

**Time :**

**Instruction:**

1. This observation sheet is to observe the teachers' activities during the teaching and learning process of reading in class. It should be completed by the observer.
2. The observer checks ( ) to Yes/No column based on the real condition. Yes if the teacher does it while No if the teacher does not do it. Give your description on description column.

No.	Aspects	Yes	No	Description
1	<b>Opening the lesson</b>			
	- Giving lead-in			
	- Stating the learning objective			
	- Motivating students			
2.	<b>Organizing the teaching and learning process</b>			
	- Presenting the materials			
	- Organizing students in groups			
	- Guiding students in groups			
	- Controlling students in groups			

	- Evaluating students' works in groups			
3.	<b>Managing the teaching and learning process</b>			
	- Managing the time			
	- Using media			
4.	<b>Closing the lesson</b>			
	- Summarizing the materials			
	- Giving feedback			

Yogyakarta, April 2014

Observer



**Observation Sheet of Teachers' Activities in the Teaching and Learning  
Process of Speaking through the use of Picture Series (Cycle 1)**

**Day/Date:** Monday, 21<sup>st</sup> April 2014

**Meeting:** 1

**Topic :** Narrative text "*the monkey*

**Time :** 07.30- 09.00

*and hat seller"*

**Instruction:**

1. This observation sheet is to observe the teacher's activities during the teaching and learning process of reading in class. It should be completed by the observer.
2. The observer checks ( ) to Yes/No column based on the real condition. Yes if the teacher does it while No if the teacher does not do it. Give your description on description column.

No.	Aspects	Yes	No	Description
1	<b>Opening the lesson</b>			
	- Giving lead-in	v		The teacher gave lead in related to the topic. She asked the students some questions such as: <i>What do you know about narrative text?</i> <i>Okay, now do you understand what the meaning of the narrative text?</i> She also showed pictures of Monkey, hat seller, hats
	- Stating the learning objective	v		She explained the learning goals and learning steps about the material that would be taught.
	- Motivating students	v		Because most of the students were silent, she gave a motivation to the student about not to worry making mistakes in learning, especially speaking during the class activities.
2.	<b>Organizing the teaching and learning process</b>			
	- Presenting the materials	v		She explained the generic structure of narrative text.
	- Organizing students in	v		The students worked in groups of

	groups			four
	- Guiding students in groups	v		The teacher visited each group to explain the detail of the task.
	- Controlling students in groups	v		The teacher controlled and observed all of the students' work in groups by visiting each group.
	- Evaluating students' works in groups	v		The teacher asked each group to tell his or her story. Then, the other groups should give a comment based on the performance. After that, the teacher also gave a comment about the students' performance.
3.	<b>Managing the teaching and learning process</b>			
	- Managing the time	v		The teacher managed the time but because of a trouble in using LCD, she took the time for the students' discussion.
	- Using media	v		Used picture-series
4.	<b>Closing the lesson</b>			
	- Summarizing the materials	v		Time was up.
	- Giving feedback		V	Time was up.

Yogyakarta, 21<sup>st</sup> April 2014

Observer

**Observation Sheet of Teachers' Activities in the Teaching and Learning  
Process of Speaking through the use of Picture Series (Cycle 1)**

**Day/Date:** Thursday, April 24<sup>th</sup> 2014

**Meeting:** 2

**Topic :** Narrative text

**Time :** 07.30- 09.00

**“the little red riding hood”**

**Instruction:**

1. This observation sheet is to observe the teacher's activities during the teaching and learning process of reading in class. It should be completed by the observer.
2. The observer checks ( ) to Yes/No column based on the real condition. Yes if the teacher does it while No if the teacher does not do it. Give your description on description column.

No.	Aspects	Yes	No	Description
1	<b>Opening the lesson</b>			
	- Giving lead-in	v		The teacher gave lead in related to the topic. She asked the students a question: Did you remember what the narrative texts are?
	- Stating the learning objective	v		She explained the learning goals and learning steps about the material that would be taught.
	- Motivating students		v	
2.	<b>Organizing the teaching and learning process</b>			
	- Presenting the materials	v		She reinforced vocabulary and pronunciation used in narrative text.
	- Organizing students in groups		v	
	- Guiding students in groups		v	

	- Controlling students in groups	v		The teacher controlled and observed all of the students by walking around
	- Evaluating students' works in groups	v		The teacher asked each student to tell his or her story in front of the class. Then, the other students should give a comment based on the performance. After that, the teacher also gave a comment about the students' performance.
3.	<b>Managing the teaching and learning process</b>			
	- Managing the time	v		The teacher managed the time appropriately.
	- Using media	v		Used picture series and handout.
4.	<b>Closing the lesson</b>			
	- Summarizing the materials	v		
	- Giving feedback		V	Time was up

Yogyakarta, April 24<sup>th</sup> 2014

Observer

**Observation Sheet of Teachers' Activities in the Teaching and Learning  
Process of Speaking through the use of Picture Series (Cycle 2)**

**Day/Date:** Thursday, May 1<sup>st</sup> 2014

**Meeting:** 1

**Topic :** The use of past tense

**Time :** 07.30- 09.00

**Instruction:**

1. This observation sheet is to observe the teacher's activities during the teaching and learning process of reading in class. It should be completed by the observer.
2. The observer checks ( ) to Yes/No column based on the real condition. Yes if the teacher does it while No if the teacher does not do it. Give your description on description column.

No.	Aspects	Yes	No	Description
1	<b>Opening the lesson</b>			
	- Giving lead-in	v		The teacher gave lead in related to the topic. She asked the students some questions: <i>What do you know about fairy tale?</i> <i>Can you give some examples of the title of fairy tale?</i>
	- Stating the learning objective	v		She explained the learning goals and learning steps about the material that would be taught.
	- Motivating students		V	
2.	<b>Organizing the teaching and learning process</b>			
	- Presenting the materials	v		The use of verb 2 (past tense)
	- Organizing students in groups	v		The students worked in pairs.
	- Guiding students in groups	v		The teacher visited each pair and asked the students' problems and

				helping them by giving advice and solution.
	- Controlling students in groups	v		The teacher controlled and observed all of the students' work in groups by visiting each pair.
	- Evaluating students' works in groups		V	
3.	<b>Managing the teaching and learning process</b>			
	- Managing the time	v		The teacher managed the time appropriately.
	- Using media	v		Used picture series and handout.
4.	<b>Closing the lesson</b>			
	- Summarizing the materials	v		The teacher reviewed the materials
	- Giving feedback		V	Time was up

Yogyakarta, May 1<sup>st</sup>

2014

Observer

**Observation Sheet of Teachers' Activities in the Teaching and Learning  
Process of Speaking through the use of Picture Series (Cycle 2)**

**Day/Date:** Tuesday, May 13<sup>th</sup> 2014

**Meeting:** 2

**Topic :** Post-test

**Time :** 07.30- 09.00

**Instruction:**

1. This observation sheet is to observe the teacher's activities during the teaching and learning process of reading in class. It should be completed by the observer.
2. The observer checks ( ) to Yes/No column based on the real condition. Yes if the teacher does it while No if the teacher does not do it. Give your description on description column.

No.	Aspects	Yes	No	Description
1	<b>Opening the lesson</b>			
	- Giving lead-in	v		The teacher gave lead in related to the topic and the previous meeting. She asked the students a question: How about the homework?
	- Stating the learning objective	v		She explained the learning goals and learning steps about the material that would be taught.
	- Motivating students		V	
2.	<b>Organizing the teaching and learning process</b>			
	- Presenting the materials		V	
	- Organizing students in groups	v		The students worked in group
	- Guiding students in groups	v		The teacher visited each pair and asked the students' problems and helping them by giving advice and solution.
	- Controlling students in	v		The teacher controlled and

	groups			observed all of the students' work in groups by visiting each group.
	- Evaluating students' works in groups	v		The teacher asked each pair to tell his or her story in front of the class. Before the other students gave a comment, the group should make a self-reflection based on the performance. After that, the teacher also gave a comment about the students' performance.
3.	<b>Managing the teaching and learning process</b>			
	- Managing the time	v		The teacher managed the time appropriately.
	- Using media	v		Used picture-series and handout.
4.	<b>Closing the lesson</b>			
	- Summarizing the materials	v		The teacher reviewed the materials
	- Giving feedback		V	Time was up

Yogyakarta, May 13<sup>th</sup> 2014

Observer



# **APPENDIX G**

## **THE RESULT OF**

### **STUDENTS'**

### **ACTIVITIES**

### Scores of the Pre-test (Researcher)

Tuesday, April 15<sup>th</sup>, 2014

No	Name	Scoring Aspects			
		Accuracy	Fluency	Pronunciation	Vocabulary
1	Ahmad Dzulfaqor Alwy Albaz	4	4	5	4
2	Afni Nuraini	6	5	4	3
3	Alfani Muzaki	4	5	3	4
4	Ana Fi Rohmatika	5	6	3	4
5	Andriana	4	5	4	4
6	Annisa Nur Sari	4	4	4	4
7	Anza Ramdhan Al Aulia	4	4	4	3
8	Arsitya Ajeng Lestari	4	5	4	4
9	Daniatul Muamanah	4	4	4	4
10	Fadyla Salsabila	4	5	4	4
11	Fajar Nurrohman	4	3	4	4
12	Firya Muthia Sabatini	4	4	4	4
13	Habibaturrohman	5	3	3	4
14	Latifatul Faizah	4	5	3	4
15	Listyaningsih	4	4	4	4
16	Muhammad Abimaula Rifqi Zidani	5	5	3	4
17	Muhammad Alvin Fatah Ilyin	5	4	5	5
18	Muhammad Arif Hidayatullah	5	5	4	4
19	Muhammad Farisa Faza	4	4	4	4
20	Muhammad Iqbal	5	6	6	4
21	Muhammad Kevin Fadhlur Rahman	4	5	4	4
22	Nofiyanti Sri Handayani	4	5	4	5
23	Rifatatus Syita Fitriyana	4	5	5	5

24	Sania Rahma Fitriana	5	5	5	5
25	Siti Hamidah Hasanah	4	4	6	4
26	Ulfa Annintya Sari	4	4	4	4
27	Muhammad Iqbal	4	4	4	4

### Scores of the Pre-test (English Teacher)

Tuesday, April 15<sup>th</sup>, 2014

No	Name	Scoring Aspects			
		Accuracy	Fluency	Pronunciation	Vocabulary
1	Ahmad Dzulfaqor Alwy Albaz	5	5	5	4
2	Afni Nuraini	5	5	6	5
3	Alfani Muzaki	5	5	5	4
4	Ana Fi Rohmatika	5	5	6	5
5	Andriana	4	6	6	4
6	Annisa Nur Sari	4	5	6	4
7	Anza Ramdhan Al Aulia	5	5	6	5
8	Arsitya Ajeng Lestari	6	5	6	6
9	Daniatul Muamanah	5	6	6	5
10	Fadyla Salsabila	6	5	5	5
11	Fajar Nurrohman	5	5	6	5
12	Firya Muthia Sabatini	6	6	6	6
13	Habibaturrohmah	6	6	5	5
14	Latifatul Faizah	5	6	6	6
15	Listyaningsih	6	5	6	5
16	Muhammad Abimaula Rifqi Zidani	6	5	6	6
17	Muhammad Alvin Fatah Ilyin	5	5	6	6
18	Muhammad Arif Hidayatullah	6	5	6	5
19	Muhammad Farisa Faza	5	6	6	6
20	Muhammad Iqbal	6	5	6	5
21	Muhammad Kevin Fadhlur Rahman	6	5	6	6
22	Nofiyanti Sri Handayani	6	6	5	5
23	Rifatul Syita Fitriyana	5	6	6	6
24	Sania Rahma Fitriana	4	5	6	5

25	Siti Hamidah Hasanah	5	6	6	5
26	Ulfa Annintya Sari	5	6	5	5
27	Muhammad Iqbal	6	6	6	5

### Scores of the Post test (Researcher)

Tuesday, May 13<sup>th</sup>, 2014

No	Name	Scoring Aspects			
		Accuracy	Fluency	Pronunciation	Vocabulary
1	Ahmad Dzulfaqor Alwy Albaz	6	7	7	7
2	Afni Nuraini	6	7	7	7
3	Alfani Muzaki	6	7	8	7
4	Ana Fi Rohmatika	7	6	7	7
5	Andriana	6	7	7	7
6	Annisa Nur Sari	6	7	7	8
7	Anza Ramdhan Al Aulia	6	7	8	8
8	Arsitya Ajeng Lestari	7	7	7	7
9	Daniatul Muamanah	6	7	7	7
10	Fadyla Salsabila	6	7	7	7
11	Fajar Nurrohman	6	7	8	7
12	Firya Muthia Sabatini	7	7	7	7
13	Habibaturrohman	7	8	7	7
14	Latifatul Faizah	6	7	7	6
15	Listyaningsih	6	6	8	7
16	Muhammad Abimaula Rifqi Zidani	6	6	7	8
17	Muhammad Alvin Fatah Ilyin	7	7	7	8
18	Muhammad Arif Hidayatullah	6	7	7	7
19	Muhammad Farisa Faza	6	7	7	7
20	Muhammad Iqbal	6	6	7	7
21	Muhammad Kevin Fadhlur Rahman	7	6	7	6
22	Nofiyanti Sri Handayani	6	7	7	7

23	Rifatus Syita Fitriyana	6	7	8	8
24	Sania Rahma Fitriana	7	7	8	8
25	Siti Hamidah Hasanah	7	7	8	8
26	Ulfa Annintya Sari	6	7	8	7
27	Muhammad Iqbal	6	7	8	7

### Scores of the Post test (English Teacher)

Tuesday, May 13<sup>th</sup>, 2014

No	Name	Scoring Aspects			
		Accuracy	Fluency	Pronunciation	Vocabulary
1	Ahmad Dzulfaqor Alwy Albaz	7	7	7	7
2	Afni Nuraini	7	7	8	7
3	Alfani Muzaki	7	7	8	7
4	Ana Fi Rohmatika	7	7	8	7
5	Andriana	7	7	8	7
6	Annisa Nur Sari	7	8	7	7
7	Anza Ramdhan Al Aulia	7	8	7	7
8	Arsitya Ajeng Lestari	7	7	7	7
9	Daniatul Muamanah	7	7	8	7
10	Fadyla Salsabila	7	8	8	7
11	Fajar Nurrohman	7	8	8	7
12	Firya Muthia Sabatini	7	7	7	7
13	Habibaturrohman	7	8	7	8
14	Latifatul Faizah	7	7	8	7
15	Listyaningsih	7	7	8	7
16	Muhammad Abimaula Rifqi Zidani	7	8	7	7
17	Muhammad Alvin Fatah Ilyin	7	8	7	7
18	Muhammad Arif Hidayatullah	6	7	8	7
19	Muhammad Farisa Faza	7	7	8	7
20	Muhammad Iqbal	7	8	7	7
21	Muhammad Kevin Fadhlur Rahman	7	8	8	8
22	Nofiyanti Sri Handayani	7	8	8	7
23	Rifatus Syita Fitriyana	6	7	7	7



24	Sania Rahma Fitriana	6	7	8	7
25	Siti Hamidah Hasanah	7	7	7	8
26	Ulfa Annintya Sari	7	8	8	7
27	Muhammad Iqbal	7	8	7	7

# **APPENDIX H**

## **THE**

### **PHOTOGRAPHS**

### PHOTOGRAPHS OF THE TEACHING and LEARNING PROCESS



The condition of the students in teaching and learning process



The condition of the teaching and learning process when the researcher explained the materials in presentation stage



The researcher gave more explanation to the students



The student performed his speaking skill individually



